TRAINING A STAFF

Paul Super

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TRAINING A STAFF

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A Manual for Young Men's Christian Association Executives

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TO MY WIFE

Aid and Companion in
Many an Enterprise
of Study

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INTRODUCTION

1. The Awakening in Regard to Personnel

An official of the Western Electric Company said a few years ago that for many years industry has centered its attention upon improving products, plant, and processes, but that recently it had come to realize that more vital than any of these is that newly recognized factor in industry, personnel. Man is now regarded as the element most worthy of careful attention as the central problem in production. The conviction that this is so was becoming established just before the Great War, and many of the large corporations of the country were engaging employment or personnel managers; the War itself, however, gave the personnel movement a great impulse, so that now one meets evidence of the new emphasis in industry on every hand. The demand for personnel experts has so grown that some of the large universities are now conducting courses to train men for this special service of recruiting, selecting, placing, training, and holding employes; and the supply of such experts is far from equal to the demand. Important conventions and conferences are being held every year for interchange of experience in these matters, and highly trained scientists are devoting their time to the discovery of the principles that must guide practice in matters of personnel.

Many of the heads of large business operations have expressed themselves on this subject. "Take away our factories," Andrew Carnegie is quoted as having said, "take away our trade, our avenues of transportation, our money, but leave me just one thing—my organization of men, and in four years I will reestablish myself."

Says Charles M. Schwab, "The biggest asset of the Bethlehem Steel Company is not its vast plants, its mines, its machinery, or any of its material possessions; it is its organization of men."

It is a difficult thing to say which phase of the problem of personnel is most important—choosing, training, placing, or retaining; it is certain, however, that the training problem is of central importance. Julius Kruttschnitt, head of the Southern Pacific Railroad, once wrote, "The test of an effective organization is that it shall be self-perpetuating"; this self-perpetuation is made possible by the training of the men in the line of promotion.

"Train your men in every department," says George M. Basford, an engineering expert. "This cannot be made too emphatic. You will fail in your mission in life if you do not. You will leave a priceless legacy in the form of an organization replete with human efficiency and, therefore, human happiness, if you do. The men in high authority today will leave the legacy of greatest value to the future if they properly attend to the training of the recruits coming into the ranks."

This deep conviction of industrial leaders is paralleled among the leaders in the Young Men's Christian Association. The "Stone Commission Report" of 1915 said, "Many leaders continue to feel that the employed officer is still the most pressing problem of the present time." And S. Wirt Wiley, general secretary of the Minneapolis Association, begins his recent widely-read monograph on developing a staff with these striking paragraphs:

"The development of his staff is the great executive function of the secretary. Important as is his leadership with the Board of Directors and committee organization, it is his ability to develop and manage an employed staff that eventually determines his usefulness, for the very reason that even in the management of committees he must multiply himself through his associates.

"The relative importance of this ability increases as the range of a secretary's responsibility enlarges and as his Association grows in size and complexity. It is more fundamental in the general and executive secretaries than in department heads. It is more important in the large city than in the small town Association.

"The lack of this feature of executive ability in our depart-

ment heads, executive and general secretaries is one of the most serious weaknesses in our organization."

II. The Background of This Book

The realization of the vital relation that the training of the local staff bears to the success and permanence of the Young Men's Christian Association has led to this effort to produce a manual on staff training. This book is the outgrowth of eight years of work on the subject of training secretaries. In 1912 I accepted definite responsibility for the secretarial training of young college graduates recruited on the Fellowship Plan by C. K. Ober of the International Committee. I had then had eleven years' experience as a local secretary, but realized the necessity of much more specific training on my part in order to discharge faithfully my responsibility for the careers of these men. My endeavor to make up for my lack of previous preparation for educational work led to my securing what might be called five contributions to my equipment, and these are the basis or background of this book.

First, eight years of local and traveling experience, study, and experimentation in the training of a staff, with that as my sole responsibility during the second half of the period mentioned.

Second, an extended study of how large corporations are training executives, including visits to the plants, interviews with the executives in charge, and study of the available materials and literature.

Third, an examination of some of the newer movements in the training of engineers in technical colleges, suggested by the analogy of the secretary as a social engineer and my own experience as an engineering student twenty odd years ago. This examination I found highly rewarding. It led to personal contact with some of the important developments in professional education.

Fourth, a faithful study of the literature of educational theory and teaching method, including visits to educational institutions and interviews with educators and teachers working

on such processes as cooperative education and project teaching.

Fifth, visits to practically all the Associations in America, Canada, Japan, and China where the training of the staff is seriously undertaken, and extended study of what has been done in our own movement here and in other lands along the line of secretarial training, including long conferences with scores of Association leaders and many of those most vitally concerned—the beginners themselves.

III. The Essence of the Secretaryship

Dr. Charles R. Mann of the Carnegie Foundation points out that education may proceed toward static information or toward dynamic ability. This latter phrase, dynamic ability, I take to be the essence of the secretaryship; it is skill in doing things that need to be done. Fundamental theory and broad culture are essentials, but the secretary expresses himself primarily as a worker, and in his faculty for accomplishing things he stands or falls. His training, therefore, must be of a sort that will develop him on the side of dynamic ability. Knowledge to him is a tool to help him do his work, and one acquires skill with a tool by using it. Hence in the training of secretaries as presented in this book the central thing is experience.

Diagrams of ideas are never fully satisfactory; they always leave important considerations unrepresented; yet the following diagram gives some idea of the central importance of the work experience and the relation of other elements of training to it.

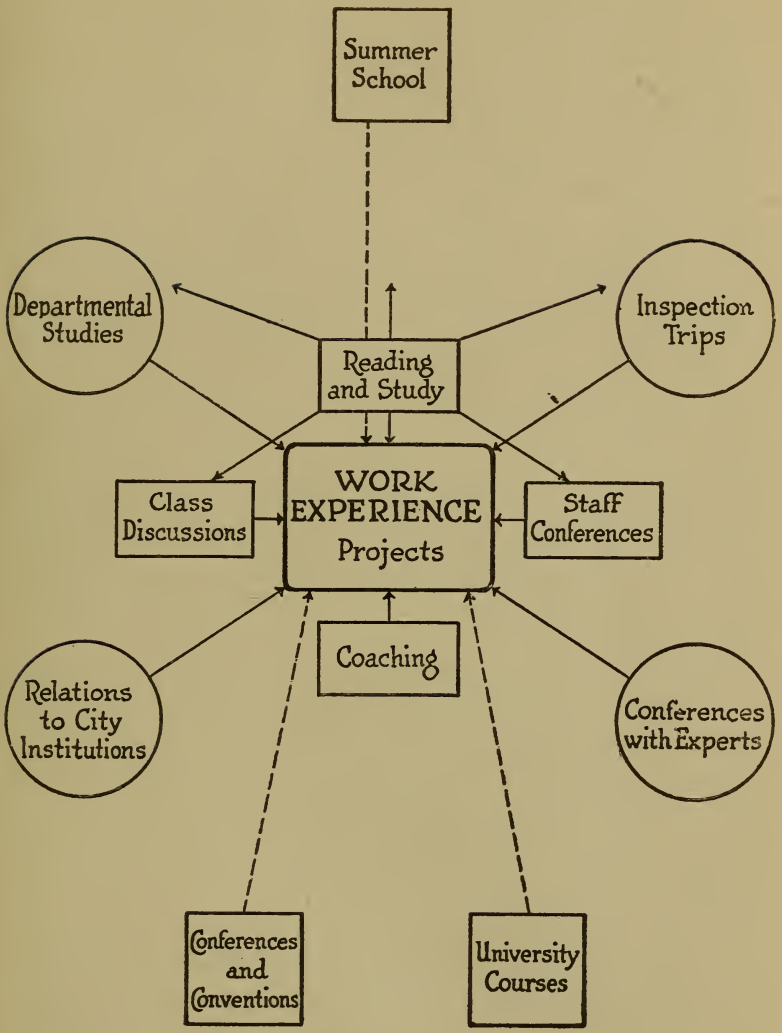

Diagram showing the central importance of actual experience in the training scheme, the relation of all the other elements to it, and the unity of the whole training-center process when organized and conducted in harmony with this theory.

IV. The Relation of the Processes to the Work Experience

This diagram is based on the idea that the getting of one's daily work well done is the main consideration. Around this chief essential are grouped four training processes that have a most intimate, immediate, and practical relation to the successful performance of one's duties—staff conference as to the task covering the what and how of the work, class discussion as to difficulties and underlying theory, reading and study for light and help, and coaching on the work in hand. These four processes are the indispensable essentials to a real training program. As they all relate most closely to the day's work, they are continuous processes as long as there is work in hand and grow in importance as the pressure of work increases. They are of most value in the busiest seasons; they are the sharpening of the sickle that furthers the harvest. The chapters devoted to these topics aim to produce conviction that the fall, winter, and spring months, the busiest seasons, are the time of the most profitable employment of these training processes.

Not quite so closely connected with each man's present work, yet having a helpful relation to it, are four other training processes—inspection trips, relations to other institutions in the city, studies of other departments of the Association, and conferences with experts in various lines of work. They are important experiences, and should form part of the education of every secretary. They are, however, dispensable, and are therefore diagramed farther from the center.

The third group, the outer circle, composed of attendance upon conferences and conventions, summer schools and courses in nearby colleges and universities, are also possible phases of local training having much value; but they do not correlate quite so closely with the work of the immediate present.

These eleven processes relate not only to the central experience, the purposeful tasks of each day, but also, in varying degrees, to each other. The lines radiating from "reading"

indicate this connection in one instance. To draw in the rest would confuse the diagram, but similar lines should connect "coaching" and "inspection trips," for instance, and "reading and study" are hardly remote considerations in "university courses." The object of this illustration is not so much to indicate how these processes bear one upon another as to show how they all are intended to help in the work experience of each man. Where the training is conducted in the manner described in the first fifteen chapters, this will be the case.

The work experience being thus vital, it is of great importance that it be organized so as to put the utmost educational value into it. Chapter I, on A Varied Experience, and Chapter II, on Project Teaching, introduce the reader to this problem and suggest a method. It is based on the now well accepted theory that the educational process must be one of activity on the part of the student, one that provides for his full self-expression, and that produces a man able to attack and solve the problems of his profession, capable of independent thought, full of initiative, and resourceful in life's situations.

V. Using the Association as a Training Center

This full presentation of the local program of training is made because of four deeply rooted convictions:

First, that the local Association is a tremendous training asset when so used. Over 400 American Associations employ a staff of four or more secretaries, and in most of these the methods here described can and should be used.

Second, that one of the chief duties and functions of a general secretary is the training of men in the work of the Association.

Third, that every man on every staff needs continuous training all the days of his service, and that the training of every man on the staff should be organized and conducted according to a well-considered and adhered-to plan.

Fourth, that the use of this training process is one of the very best ways of getting the regular work done; training is by no means a duty added to the work of the general secretary,

but one of the accepted ways of getting all the activities of the Association well planned and executed.

VI. Values Resulting from Using These Plans

In different cities where these plans have been presented and taught (not in lectures but by the discussion method) the men have been asked what benefits would accrue to the local Association if they conducted staff training processes. Here is their composite answer of beneficial results. They say such training would:

Encourage the younger men.
Help get and hold a staff.
Make the Association more efficient.
Put the men on their toes.
Dignify the secretaryship.
Serve the community more effectively.
Make friends for the Association.
Get better results from the work.
Supply men for vacancies.
Promote team play.
Stimulate trainers to master their subjects.
Lead secretaries to embody what they teach.
Raise the standing of the Association in the community.
Lead men to think constructively.
Stimulate the older secretaries.
Enable the plant to run to capacity.
Reach more people.
Give the staff more time for thought.

If these men in the field are right, then we have here a process that an Association can hardly afford to neglect, and one that many will seize with eagerness. The immediate result, of course, is the increased efficiency, satisfaction, and joy of the younger secretary, his greater contentment and wider outlook. The general secretary soon finds that, due to the increased efficiency of his junior staff, he has more time for the real leadership of the Association than had previously been the case. In a book by Henry F. Cope there occurs this striking sentence: "No man has the spirit of Jesus unless he has the educational spirit, the burning hope and desire that men should

come into the fullness of life." This is the ideal attitude of a general secretary toward his staff. What will a general secretary filled with the spirit of Jesus not do that the men on his staff may come into "fulness of life"?

VII. Reconstructing the Assistant Secretaryship

Where these plans are carried out, a new day will dawn for the assistant secretary. To many this position has been one of unrelieved drudgery, a killing grind with little inspiration or hopefulness in it. Here is a chance to reconstruct entirely the position of assistant, to knock the end out of the blind alley, to open up attractive avenues of expression and growth, and to indicate a real future. Jobs that have had little meaning can become positions to be eagerly accepted by young men looking for a way into a useful life work; the dull years that to some have actually served to stand between them and the real secretaryship become the very avenue leading to it and the preparation for effective service therein. Paraphrasing the slogan of the War, "Make the world safe for democracy," perhaps this book may help to *make the Association safe for assistant secretaries.* The loss of good men through an unhappy experience during the first year of service has been a large and sad deduction from our ranks. The saving of those of this group who are really fitted for our work is an undertaking of no small importance. May this book help to achieve it!

VIII. Wider Applications

While not much is made of the point in the body of the book, the principles and methods set forth here have wider application than the training of secretaries in the city Young Men's Christian Association, the real purpose for which the book is written.

1. Volunteer workers:

Many of the plans are equally applicable to the training of volunteer workers for all sorts of committee work. Portions of the matter on staff conferences, to mention one section, ap-

ply to committee meetings; and coaching is a process used in all training of volunteer workers.

2. Bible-class leaders:

The whole process of group-discussion, the subject of the third and fourth chapters, applies in full to the leading of Bible discussion groups, in which, indeed, much of this matter was developed by Harrison S. Elliott.

3. Leaders of boys' clubs:

Boys' secretaries have seen that these plans will serve them in training leaders for all sorts of boys' clubs and groups.

4. Gymnasium leaders' corps:

One physical director quickly discovered that these methods would help him to train leaders for his gymnasium classes and clubs.

5. College and rural Associations:

Naturally, these plans are not limited in their application to the city Association. County, railroad, and other Associations will find them equally helpful, while my four years as a college general secretary lead me to believe they may help in student fields, especially in developing a strong cabinet.

6. Foreign Associations:

Secretaries in other countries will find help here in the training of the nationals of these countries in the work of the Association, both as secretaries and as committeemen.

7. Other religious and social organizations:

Pastors of churches, secretaries of Young Women's Christian Associations, head workers of social settlements, and other leaders who have to do with the training of assistants and volunteer workers will, I hope, find in these chapters useful processes.

8. Corporations:

Several leaders in the training of men for executive positions in industrial and business corporations have said that the ideas developed in this book apply with full force to their work. This is probably true; a few of the plans discussed are adaptations of processes in operation in industry, learned during my study of executive training in corporations, while I served

as a member of the Training Methods Committee of the National Association of Corporation Training, and while a student of personnel work with F. C. Henderschott of the New York Edison Company in a course given by him in New York University in the fall of 1918.

IX. Limitation

As the name implies, this book deals only with the training of the local staff as carried on by the executive or general secretary. No attempt is made to treat the whole subject of secretarial training or the theory and practice of those essential institutions, the Association Colleges. The hundreds of men in the assistant secretaryship who have had no special training for the work of the Association, and the large possibilities of this source of Association leadership, justify the preparation of a book limited to this problem and suggesting ways by which these men may secure at least some of the elements of sound professional training.

The Association Colleges occupy an important position in the training of men for the secretaryship—a position the significance of which will secure growing recognition. It is my hope that this contribution to the problem of local training will serve as a stimulus to all the training agencies and result in increasing interest in the Colleges.

X. Appreciation

How much I have drawn upon the wisdom and experience of others in the preparation of the chapters that follow! The words of appreciation that often end an introduction were never written more sincerely than are these, as I acknowledge very deep personal indebtedness to the writers whose books I have studied and the men whose patience I have doubtless tried with persistent questioning, and who have been a great help to me in my effort to learn how to do my work of training secretaries for the Young Men's Christian Association. The list of those interviewed is too long to print in full, and it is difficult to choose only a few; yet in passing over many who know their

names should be here, I must mention J. W. Dietz of the Western Electric Company and C. R. Dooley of the Standard Oil Company, real educators in industry, who, at important times, gave me more help than they realized; William Orr of the International Committee for his guidance of my study of project teaching; Harrison S. Elliott, of the International Committee, master of the discussion method; my associate, Jay A. Urice, for help all along the line; C. K. Ober, pioneer seer of this vocation, who first suggested that I undertake the work of training secretaries; my "chief," R. P. Kaighn, for many opportunities and helpful suggestions; Miss Sadie Lind of the Personnel Bureau office for efficient help on the manuscript; and her to whom this book is dedicated, wise counselor in every task.

PAUL SUPER.

New York,
October 1, 1920.

PART I

PROCESSES

The fourteen elements in the local training program

CHAPTER I

A VARIED EXPERIENCE

ANALYSIS

I. What Does a Y M C A Secretary Do?

II. What Things Does a Secretary Get Others to Do?

III. A Varied Experience
   1. A corporation plan
   2. An Association plan
   3. The understudy plan

IV. A Graphic Record of Varied Experience

V. Values to Be Secured
   1. Technical skill
   2. Personal growth
   3. Ability to attack and solve problems
   4. Initiative and resourcefulness
   5. Certain character qualities
   6. Outlook

VI. Avoiding Extremes
   1. First possibility of error
   2. Second possibility of error

VII. A Guide to Your Definite Planning

PROBLEM

How can our younger secretaries be given that varied experience which will result in their largest growth and development?

I. What Does a Y M C A Secretary Do? What Problems Does He Have to Attack and Solve?

The answers to these two questions will give us helpful suggestions as to what a Y M C A secretary should study during the first years of his preparation for, and experience in, secre-

tarial leadership, and the tasks that should be assigned him for training purposes. The answers will form the content, the subject matter, of his secretarial education.

These questions have been asked in various city Associations where the training of the staff was being discussed; such Associations as, Cleveland, Minneapolis, Columbus, and Nashville. Here is the composite answer to the first question, before the material was systematized.

What Things Does a Secretary Do?

Gets members.
Gives information.
Leads Bible classes.
Gets jobs for men.
Becomes personally acquainted with men.
Promotes entertainments.
Locates men in living rooms.
Gives vocational advice.
Operates a building.
Teaches men to play games.
Works with committeemen.
Trains teachers.
Enrolls students.
Collects fees.
Arranges religious interviews.
Teaches thrift.
Leads hikes.
Gives sex instruction.
Teaches men attitude toward job.
Introduces men to churches.
Develops character by personal contact.
Lends men money.
Raises money.
Accounts for money.
Disburses money.
Trains other secretaries.
Leads men into the Christian life.
Conducts game rooms.
Arranges medical and physical exams.
Promotes hygienic living.
Operates a restaurant and soda fountain.
Makes talks and speeches.
Prepares publicity and arranges its distribution.
Assigns lockers.
Handles correspondence.
Writes manuals.
Supervises work of others.
Coordinates his work with others.
Gives information as to points of interest.
Pacifies folks.
Shows building.
Makes lobby attractive.
Promotes a "24 Hour a Day" Club.
Runs a check room.
Operates a billiard room.
Sells books, money orders, etc.
Conducts committee meetings.
Makes a budget.
Outlines and plans policies.
Runs movies.
Purchases books, supplies, etc.
Conducts lectures.
Makes surveys.
Promotes extension activities.

Wins people to the purpose of the Association.
"Sells" Association features and activities.
Coaches committeemen.
Coaches assistants.
Studies reports. Writes reports.
Helps assimilate new members.
Outlines business for committee meetings.
Ushers at meetings.
Leads singing.
Works up committees.
Makes prospect lists.
Follows up students.
Plans programs of activities.
Conducts meetings.
Discovers, secures, trains group leaders.
Conducts training classes.
Keeps abreast of times.
Receives callers.
Fraternizes with men.
Conducts personal interviews on others' problems.
Studies for personal growth.
Promotes recreation.
Makes daily reports.
Visits prisons.
Conducts foremen's meetings.
Promotes educational classes.
Supervises classes.
Employs instructors.
Determines educational policies.
Inspects building.
Hires help.
Locates and rectifies difficulties.
Solicits foreign work money.
Coaches assistants at desk.
Recruits extra workers.
Extends hospitality.
Takes membership applications.
Inspects equipment and activities.
Helps on State and National Association affairs.
Carries on community service.
Studies his field.
Studies the needs of men.
Runs an orchestra.
Writes newspaper articles.
Writes ads.
Interviews prospective students.
Calls on sick men.
Attends staff conferences.
Organizes Bible classes.
Balances the cash.
Rents rooms.
Makes entries in record books.
Pays bills.
Banks money.
Cultivates relationships with churches, schools, etc.
Keeps rooms in an orderly shape.
Devises physical education program.
Conducts shop meetings.
Organizes athletic leagues.
Promotes shop socials.
Conducts financial campaigns.
Organizes social clubs.
Is a boys' work expert.
Cultivates friends for the Association.
Maintains a foreign work exhibit.
Manages an office.
Answers general public inquiries.
Formulates courses of study.
Interviews men.
Promotes social programs.
Secures committee service.
Works through committeemen.
Sets up leagues and tournaments.
Sells candy, stamps, postcards.

Posts dormitory payments and room assignments.
Operates the 'phones.
Dictates letters.
Answers criticisms.
Conducts camps.
Organizes campaigns.
Operates playgrounds.
Meets men.
Leads men to church membership.
Promotes physical work.
Checks cash.
Keeps membership records.
Keeps attendance records.
Secures speakers.
Secures and attends Boards of Directors and committee meetings.
Cooperates with pastors.
Organizes a laundry system.
Promotes reading-room activity.
Maintains relation with settlements and charities.
Maintains relations with Y. W. C. A., K. of C., C. S. Inc., Red Cross, etc.
Learns people's names.

Add to this list such other tasks as are peculiar to your own Association. The total result is rather an overwhelming list. What a wide range of interests and tasks it covers, and what a variety of talent is required! It would be profitable to spend quite a while in careful study of this analysis of your work. Do this now, or return to it.

a. Which of these things do men do fairly well without previous training? That is, at which do they attain skill immediately?

b. For which of these tasks is it necessary to train men? Which do they do well only after special training?

c. Which do they learn to do after entering the Association secretaryship?

d. For which are there a variety of processes, but just one best way?

e. In which do character qualities count most?

f. For which items is technical skill required?

g. For which are standard processes in use in your Association?

Copy this list, and write "a," "b," "c," etc., in front of those items which you select in answer to questions "a" to "g." Now that you have done this, what is the content of your training program, so far as this study reveals it? What do your men need to be taught?

Perhaps you could handle this material more readily if you classified it under a system of headings. If no better system suggests itself, try one of these:

A functional classification of secretarial tasks.

Studying	Training
Planning	Dispatching
Organizing	Reporting
Enlisting or selling	Conducting or supervising
Assigning	Accounting or recording
Promoting	Maintaining equipment

A classification by departments.

Religious	Membership
Educational	Office
Social	Business
Physical	Boys
Economic	Finance

Try this one:

Dealings with things
Dealings with persons
Dealings with ideas

A division into staff duties and line duties is also possible, each of these broad classes being again subdivided, either by functions (things you do, as plan, promote) or by departments.

II. What Things Does a Secretary Get Others to Do?

There are those who believe that a secretary who does all the work himself is not the most efficient leader. The real secretary, they would say, is the one who *gets others* to do things, and so multiplies himself many times.

With this in mind, check your list again, and indicate how many of those listed tasks and others in addition, the skillful secretary gets others to do.

1. To what extent do the two lists, the things a secretary does and the things he gets others to do, coincide?

2. What is the fundamental difference between the two lists?

3. What tasks is it out of the question to expect laymen to perform?

4. What tasks should the secretary never do if he can get a layman to undertake them?

III. A Varied Experience

Without discussing at this point just why we believe it is so, let us proceed on the assumption that the best way of learning how to do a thing is to do it. Many will accept this as axiomatic. The underlying theory is fully presented in a later chapter.

You have carefully prepared a list of things you desire your staff to be able to do, and at which you wish your younger secretaries to begin to acquire skill. The problem you now face is that of so organizing the work-schedule and task-assignment of each of these younger secretaries that he will have opportunity of securing actual experience in a wide variety of work. Probably three considerations influence your desire to give them this wide experience:

You want all this work done.

You want each secretary to have an opportunity to learn the elements of the whole secretarial vocation, to secure first of all a broad general experience.

You want to give each man an opportunity to discover the sort of work he can do best, the line of his personal aptitudes and likings. You need this information for your guidance, and he also needs it as the basis of his choice of that phase of the secretaryship which is to be his life work.

With a view to giving a man this opportunity for getting a wide experience and discovering his best aptitudes, Associations and corporations have used the following plans in organizing the work-schedules of prospective future executives.

1. A Corporation Plan

Some corporations route these younger men through their

various departments, planning a stay in each one long enough to allow the learner to get a good grasp of the problems and processes of that phase of the business. He carries real responsibilities, does genuine "production work," but is not kept in one place beyond a reasonable learning period, say three months.

The chief difficulty encountered here is the objection of the head man to instructing new men continually, and then losing them just when they become of real assistance. A second objection is the break in the young man's personal relation to things he has started and which more or less center in his personal connection with them. There is undoubtedly a loss in this shifting of personality.

Some think that the ultimate gains due to all-around trained men, and the ability of the job to attract ambitious men, outweigh their disadvantages. But the department heads often object to the process. They prefer low-grade men who "stay put" to men of larger ability who shift every three months. The plan has not been extensively tried in Young Men's Christian Associations.

2. An Association Plan

Some general secretaries think well of the plan of scheduling seventy-five per cent of a man's time in a permanent position for a year and leaving twenty-five per cent of his time to be utilized in work in different departments. For instance, a man might spend six hours a day in the office, and two hours in tasks in other departments; such as, soliciting members, making collections, managing shop meetings, teaching Bible classes, and working with committees. The plan has much to commend it. Then men are brighter during the shorter office periods, more deeply interested in the whole Association, more attracted by their work, and get a genuine varied experience. Some favor shortening the six hours of office work to five, and dividing the day's fifteen-hour schedule between three men. These are reenforced during the most busy hours by department heads and other secretaries. This brings department

heads behind the counter and levels up the whole standard and dignity of counter duty. The recommendation comes out of successful experience. Difficulties with the cash are obviated by having three cash drawers or a main and supplementary cash drawer, or by each man checking the cash as he comes on and goes off, using a printed form which is quickly filled in. Work out a schedule for your office on this basis, to see what difficulties are involved. How can one overcome these difficulties?

The position of office secretary in the general office is usually considered the best place in which to begin one's secretarial experience. It affords splendid opportunities for meeting men, learning their needs, their problems, why they come to the Association building, and ways in which the Association can best serve them. Contacts are formed there. The records of the Association are kept there. Definite responsibility is easily assumed, a view of the whole Association is secured, and the minute details are there met and mastered. The junior secretary's office work is easily supervised, he is readily coached for different tasks, and his progress easily noted. On the other hand, many office secretaries are neglected, receive little help or coaching, become discouraged with the deadening routine of an unvaried experience, and leave the work. The office secretaryship can be made a splendid place in which to receive training. No real training will take place there, however, unless such training is definitely planned and supervised.

3. The Understudy Plan

The position of understudy to the general or executive secretary has great possibilities along this line (getting a varied experience), if the general or executive secretary understands the kindly and unselfish art of providing this variety of experience for his assistant. The senior who knows how and is willing to delegate worth-while pieces of work to his junior holds the key to the junior's growth and happiness. There are such men. May their tribe increase!

Whatever plan of giving junior secretaries a varied experi-

ence is adopted, someone must carry the responsibility of planning, scheduling, dispatching, and supervising this phase of their work.

Who should do this in your Association?

How can he schedule this work for a junior secretary? As one answer to the second question, a modification of a graphic method worked out for the shops and industries working in cooperation with the engineering school of the University of Cincinnati is here presented. (For original, see U. S. Bureau of Education Bulletin No. 37, 1916, p. 18.)

IV. A Graphic Record of Varied Experience

Proceed as follows:

1. Break up the secretarial task into all those things a secretary on your staff needs to be able to do, as we have attempted to do early in this chapter. Let us hereafter use the word "project" for each of these tasks.

2. Classify these under appropriate heads. For this purpose the departmental classification may be the most usable.

3. Rule a sheet of paper as in the accompanying diagram.

4. For convenience, consider all days after the 28th of the month as part of the fourth week.

5. When a project has been completed, grade the performance of the project A, B, C, or D, and enter this letter in the proper week.

6. At any time, a chart for each secretary-in-training, so filled out, will show the areas of his experience, his degree of skill, his improvement, and the areas of Association work in which he has been given no training.

RECORD OF EXPERIENCE AND PROJECTS

.....Secretary-in-Training

Sept., 1920, to Sept., 1921

MONTH	SEPTEMBER				OCTOBER				NOVEMBER			
WEEK	1	2	3	4	1	2	3	4	1	2	3	4
BUSINESS OFFICE:												
Receiving cash												
Ordering supplies												
Checking dormitory rent												
Paying bills												
Filing magazines												
Etc.												
MEMBERSHIP WORK:												
Soliciting members												
Collecting fees												
Sending renewal notices												
Building prospect list												
Etc.												
SOCIAL WORK:												
Showing visitor building												
Promoting dormitory social												
Conducting social singing												
Etc.												
RELIGIOUS WORK:												
Organizing Bible class												
Promoting a forum												
Conducting religious interview												
Etc.												

V. VALUES TO BE SECURED

In conducting a young secretary through this varied experience as an introduction to the tasks and problems of the secretaryship, there are at least six values to be secured. The projects can easily be gone through mechanically and very little of these gains achieved. The educational values we desire to obtain must be definitely planned for, and the securing of them lifted to a higher plane than incident or accident.

Which of these six values are essential to managerial ability?

1. Technical skill. Ability to do the various phases of the work well. A finished workman is the result sought. For in-

stance, the junior secretary might be asked to call up the directors to remind them of attendance at a directors' meeting. Technical skill in performing this task would consist in securing the right men, clarity in making known to them who is speaking and the object of the telephone call, the use of a pleasant voice in 'phoning, and the securing of an accurate report as to whether or not the men called up would attend the meeting.

An important phase of technical skill is the possession of certain right habits; such as always answering the 'phone in a pleasant voice, or in saying "Jones speaking," instead of "Hello," upon taking down the receiver.

2. Personal growth—constantly enlarging caliber. This growth comes from thought in connection with tasks, from asking "Why?" The junior secretary in this case might want to know why the directors are wanted at this particular meeting, and proceed from that to the deeper underlying principle of the Association as a layman's organization. He advances beyond mere technical proficiency in calling up the directors and getting a clear report by using this task as an occasion for a deeper understanding of Association philosophy. Or he might want to know who these men are whom he is calling up and what the most effective approach to each of them would be. The point is that in our giving men a varied experience they must be allowed to develop beyond mere perfection in routine to a consideration of principles.

3. Ability to attack and solve problems, an understanding of how to locate the difficulties in any situation, and to find the proper solution for the problem presented.

4. Initiative and resourcefulness. The giving of men a varied experience can be so conducted as to eliminate completely these important values from a man's personality. Or projects can be so assigned as to give a man's own creative instincts an opportunity, and develop them through their exercise.

5. Certain character qualities, such as continued enthusiasm, the habit of doing one's best, patience, optimism, faith in men,

kindly forcefulness, organization of time, neatness, and gentility.

6. Outlook; ability to see and the habit of seeing the immediate task and the Association itself in its wider relations, its place in society, its historical setting, and to appreciate the relation of what are usually called cultural subjects to a secretary's life and work.

Happy is that junior secretary whose chief sees in the daily round of work opportunity for the enriching of his junior's life and the securing of these educational values. Both the junior and the senior will make their way into the Association's "Who's Who."

VI. Avoiding Extremes

Success in the matter of giving men a varied experience lies, as does most success, in avoiding the possible extremes.

1. First possibility of error.

a. Men may be kept at certain tasks long after the educational value of the project has been secured. There are some tasks at which secretaries-in-training should be kept only so long as they afford valuable experience, or give insight into processes.

b. The opposite extreme is so to crowd on work and experience as either to confuse the learner or overwork him. Time is an element in growth, and digestion helps intellectual, just as it helps gastronomic, processes.

2. Second possibility of error.

a. "I throw them into the water and let them swim" represents another extreme. The method results in poor swimmers and many drownings.

b. On the other hand, some men are coached till they are sick of it, and all their initiative is taken from them by too much instruction as to detail.

VII. A Guide to Your Definite Planning

1. If you make the office secretaryship a genuine beginning of a secretarial education, what sort of man should you place

in this position, as to age, education, and possibility of growth?

2. To what extent have you found that a variety of tasks helps in the development of a man and in the discovery of his best abilities?

3. How many hours do your younger secretaries spend behind the office counter?

4. How many hours can they spend there and do first-class work?

5. How can these men be given an educational and refreshing varied experience?

6. How would you definitely use the twenty-five per cent of a man's time available for work outside the office?

7. Who should be responsible for the use of this time?

8. How can these varied tasks, or projects, be given real educational value?

Having read this chapter through, return now to the questions you have merely read and not answered, and do the work required to answer them. Only to the extent that you actually think these things through will this material here given be of value to you. In the last set of questions above, the first two do not require immediate action. Questions 3 to 8 are asked with the hope that you will take paper and pencil and work out a definite plan, now. Investigate, plan, decide, act.

In making your thorough analysis of your Association work, consult the list of projects in Chapter II and the material in Part III, "The Content of the Secretaryship."

CHAPTER II

PROJECTS

ANALYSIS

I. Project Teaching: Five steps
   1. A list of projects
   2. The project outline: Illustration
   3. The assignment
   4. The execution of the project
   5. Report and discussion

II. A Consideration of the Steps
   1. The preparation of project outlines
      a. Six illustrations with comment
         (1) Securing a Committee Meeting
         (2) Soliciting a Membership Renewal
         (3) Using the Telephone
         (4) Preparing Stock for Stair Stringer
         (5) A Potato-Growing Project
         (6) A Vegetable Garden Project
      b. Three methods of preparation
         (1) Problem-solution method
         (2) Chronological order
         (3) Related study method: Illustration and comment
   2. Assigning a project: Three methods
      a. A previously prepared outline
      b. A jointly prepared outline: Illustration
      c. The junior prepares the outline
   3. The execution of the project
      a. Coaching
      b. Related study
   4. Reporting the project

III. The Choice and Sequence of Projects
   1. Selecting projects: Considerations affecting the choice
   2. The sequence of projects

IV. Summary

V. Suggested Projects

VI. Long-Term, or Major, Projects

VII. References

PROBLEM

How can our secretaries-in-training secure educational values—growth—from performing these assigned tasks that make up a varied experience?

I. PROJECT TEACHING

We broke up the secretarial vocation into the tasks or projects that compose it. Now we push farther into the training problem, and seek to discover a way of giving genuine educational value to these tasks.

A modern teaching method known as "project teaching" affords an answer to the question at the top of the page. The method itself is as old as man. It is new only in that it is a scientific organization of what certain good teachers have long been doing.

Any task, anything that is to be done, is, in this use of the word, a project. Balancing the books, soliciting a membership, leading a meeting, promoting a social—all these are projects. Some take a few minutes; some go on for months.

The five steps in project teaching are as follows:

1. The work of a secretary is analyzed into its component tasks, as was done in the previous chapter. Each of these is called a "project."

2. An outline of the things to be done is then prepared for each project—an outline for the actual doing of a piece of real work, a part of the Association's regular program. Such an outline as this:

PROJECT—*Securing a Committee Meeting*

1. When will you have the committee meet?
   a. Who should be consulted as to the time?
   b. What hours have previously proved well chosen?

2. Where shall the committee meet?
   a. What places are most convenient to all concerned?
   b. What places are available?
   c. What places are especially desirable?
   d. What is the previous experience on this point?
   e. If a meal-time meeting is chosen, who pays for the meal?
3. How will you notify the committeemen?
   a. What are the advantages of (1) a post card, (2) a letter, (3) a 'phone call, (4) a personal call?
   b. What information as to the business to be transacted should this notice convey?
4. How can the chairman best be prepared to preside intelligently, and get all necessary business transacted?
5. How can the members be prepared for helpful participation in the discussion?
6. What final reminder of the meeting will you send out?

3. The third step is the assigning of this project to the secretary-in-training.

4. He undertakes and completes the project with a well-considered amount of consultation and supervision.

5. He reports upon his project, sometimes to the senior secretary, sometimes to a training-class where it is discussed.

II. A Consideration of the Steps

Let us now consider each of these five steps and see what help to a good understanding of them we can get from the experience of those who have been using this method these past ten years. We will begin our discussion with the second step, the preparation of project outlines, reserving comment upon the making of a list of projects until the general method of their use is well understood.

1. The Preparation of Project Outlines

a. Six illustrations with comment

Here are a few sample outlines. We will study their characteristics, and then discuss how to prepare them ourselves.

(1) PROJECT—*Securing a Successful Committee Meeting*

The Membership Committee is to meet at 4:30 p. m. in a class-room.

1. How should you prepare the room for this meeting?
   a. What are the advantages of meeting around a table?
   b. How will you arrange the chairs so that the least possible number of men sit with the light in their eyes?
   c. What will you do with excess chairs or furniture, to make the room neat and attractive?
   d. What will you do if the table and chairs have not been dusted?
   e. What heat and ventilation arrangements need to be attended to?
2. What preparations will facilitate the work of the committee?
   a. What advance information should they have concerning the business to be considered?
   b. What typewritten reports or notes should be provided for each man?
   c. What preliminary work will prevent the meeting from being a monologue by the secretary?
   d. How much coaching will the chairman require to prepare him to preside?
3. Who will meet and greet the members as they arrive?
   a. Where meet them?
   b. What instructions will the man at the counter need?
4. How should the meeting be conducted?
   a. Who will prepare the order of business? Who will preside?
   b. Who will keep the minutes? Why?
   c. What are the advantages of definite action in the form of motions or resolutions?
   d. How long should the meeting last?
   e. How bring it to a close if it is going to run too long?
   f. Under what circumstances may long and difficult matters be referred to sub-committees for report at a later meeting? Or
   g. To sub-committee with power to act?
5. What do you desire to accomplish by this meeting?
   a. What is the main issue to be considered?
   b. To what extent do you want the help of all the members of the committee in reaching decisions?
   c. How far do you want to "put something over"?
   d. Which procedure, b or c, will develop genuine working committees? Why?

Comment: (The paragraphs under this head are not part of the project outline.)

1. Here the thought and activity of the junior secretary who is to carry out the project are stimulated entirely by questions. No directions are given. What effect will this have upon his interest and initiative? What is the relative value of questions and directions in producing thoughtful action?

2. The order of the questions is chronological, with the exception of the last set, 5 a, b, c, d. There are other good ways of arranging the questions.

3. The questions are all such as a senior secretary would ask a junior on his staff.

4. How many of the questions can be answered by saying "yes" or "no"?

5. How would you justify your giving this amount of time and care to setting up a task for an assistant?

(2) PROJECT—*Soliciting a Membership Renewal.* This man has failed to reply to the usual notice that his dues are now payable.

1. a. Who is he? How old? What are his connections?
   b. Why has he not called to pay his membership fees?
   c. Did he join for privileges, or as a contribution, or to render service?
   d. Has he been to the building recently? Why, or why not?
   e. Has he been getting that for which he joined the Association?
   f. Where, and at what time had you best see him?
   g. What conditions will you have to meet when you see him? Will he be alone or with other people?
2. a. What approach will best win his attention?
   b. Outline your opening.
   c. In what will he be especially interested, some privilege or the idea of service to others?
   d. In what will you attempt to interest him? Can you enroll him for some piece of service?
   e. Why is it bad practice to say, "Your membership has expired"? What is the advantage in saying, "You usually pay your annual dues at this time"?
3. a. What advantage is there in having his receipt all made out in advance?

b. Does it help to have with you certain printed matter or reports?
c. Can you use free tickets of admission to coming events with good effect?
d. Should you carry with you a memo of the date he last paid, amount, and the feature he is interested in?
e. Have you blank checks with you?
f. He might be willing to interest a friend. Have you a ten-day pass with you?

4. a. How many men can you see today?
b. How will you route them?
c. Could you really save money by using a taxi, time and energy considered?
d. Can you handle certain men better if you take a mutual friend or member of your committee with you?

5. a. Go to it and bring back the membership!
b. Make every visit add or retain a friend, smooth out a complaint, or enlist service.
c. What can you do to leave the man in an interested and friendly attitude?

6. a. Why did you succeed?
b. Why did you fail?
c. Would a friendly call a month in advance of renewal date have helped?
d. Prepare a report showing what you have learned by this experience.
e. Formulate some principles or rules of procedure based on your conclusions.

Comment:

1. The order here is not chronological. It considers, first, conditions and possible difficulties; then solutions for these; then details of procedure, specialized things to be done; then a few numerical calculations; and finally, a review and report.

2. It has been suggested that in some places in this outline too much of a man's thinking is done for him; for instance, questions 2 e and 3 d. How would you revise these to improve them?

3. Note that 2 b and 5 b are directions. How much does this change improve or mar the process?

(3) PROJECT—*Using the Telephone.* (Prepared by J. C. Clark, Shanghai, Y M C A.)

The way you use the telephone may secure or lose a member for the Association. It may even determine whether or not you are to be a secretary. Tact, intelligence, patience, and character are all needed when using the 'phone.

1. Suppose a stranger calls up and you answer the telephone. To him you are the representative of the Association; the impression you make on him causes him to be favorable or unfavorable to what you represent. What kind of an impression do you *plan* to make?
2. How can you be sure that you make such an impression?
3. What do you do when people speak to you over the telephone in a language which you do not understand?
4. What do you do when they ask for someone whose name you have never heard?
5. What do you do if they ask you to give someone a message?
6. What do you do if they ask you to call someone else to the telephone?
7. How do you close a conversation?
8. If many persons use your telephone, what should you do every day with the mouthpiece?
9. If you want to call the fire department, or police department, what is the quickest way?
10. What is the fire department number?

Comment:

1. Between 2 and 3 might be inserted the questions, What do you say when you take down the receiver? Why? What are the advantages of saying "Y M C A" instead of "Hello"? What inflection and tone of voice will make the best impression upon the person calling?

2. See if you can devise questions that will make the student himself suggest the points covered in the introductory paragraphs.

Fruitful experiments in the outlining of work have been made by educators in a variety of fields. Their efforts have been very successful in the training of men. As their procedure will illuminate our task, a consideration of their method will be rewarding.

The following three projects are illustrative of work in other fields. The first is a carpentry project used in the training of

carpenters for the United States Army. It is Job No. 1 from Instruction Manual No. 4, "Carpenters," published by the War Department Committee on Education and Special Training, Washington, D. C.

(4) PROJECT—*Preparing Stock for Stair Stringer: Saw to a Line.* (A drawing and three photographs illustrate the project.)

Square the ends of a 2" x 12" x 8' 0" plank by sawing 1" piece or pieces from the ends.

Operations: Lining (pencil and square), sawing, testing with steel square.

1. How does a plank differ from a board?
2. What are saw horses used for?
3. What is a steel square used for?
4. How should the square be held while marking a line from edge to edge? From face to face?
5. What is meant by squaring from edge to edge? From face to face?
6. What is a cross cut saw used for?
7. How does a cross cut saw differ from a rip saw?
8. What is meant by a 10 point cross cut saw?
9. How should the saw be held?
10. Tell just how to start the saw kerf.
11. How should the blade of saw be held so as to cut square with the surfaces of the plank?
12. If the saw leaves the line what should be done?
13. Should you saw on the line? If not, on what side of the line should you saw?
14. While sawing should you press upon the saw?
15. What should be done to prove that the saw blade is square with the surface of the plank?
16. How can you prevent the edge of the plank from splitting when finishing cut?
17. How can you prove the end of the plank has been sawed square?
18. How are saws designated as to size?
19. If you were going to purchase a cross cut saw for general use tell just what you would ask for.

Comment:

1. Could the information after "Operations" be drawn from the students' own thinking by some such question as "What

operations are necessary in preparing this board?" How do you support your opinion?

2. What determines the order of these questions?

3. How will the student secure the data required to answer No. 10?

4. What desirable result is better obtained by asking questions than by giving explicit instructions in imperative sentences?

The other two are projects used in the training of young men for scientific agriculture, and are taken from Bulletin No. 21, "The Home Project as a Phase of Vocational Agricultural Education," issued by the Federal Board for Vocational Education, (pages 20 and 21).

(5) *Potato Growing Project*

1. Shall I grow potatoes?
   - a. Is this section adapted to potatoes?
   - b. Is my soil suitable for growing potatoes?
   - c. Can I control all pests and diseases which prevail in this district?
   - e. Is there a good prospect for potatoes paying a profit this year?
2. What shall be my aim in potato production?
   - a. Shall I grow late potatoes for winter use?
   - b. Shall I grow early potatoes for the market?
   - c. Shall I grow potatoes for seed?
   - d. Shall I make a combination of the aims above?
   - e. To which is my soil best adapted?
   - f. Which offers the greatest prospect for returns?
   - g. Which will fit in best with my work at home and at school?
3. How shall I prepare my land?
   - a. Have the previous crop and the treatment of the land left it in suitable condition?
   - b. What crop should I use to prepare the soil for a future potato crop?
   - c. When and how should barnyard manure be used for a crop of potatoes?
   - e. Can I afford to use commercial fertilizers on my potato land; if so, how much of what kind?
   - f. When shall I plow and how deep?
   - g. What other preparation is necessary?

Comment:

1. The form here is that which a project takes when the student outlines his project for himself.

2. What are the advantages of this form of procedure?

(6) *A Vegetable Garden Project*

(Part only. Univ. State of N. Y., Bul. No. 624 (1916). (1-5 omitted).

6. Hotbed and cold frame construction.
   a. State the object of a hotbed and of a cold frame.
   b. Give the advantages of forcing vegetables under glass.
   c. Is it advisable to force vegetables for your market?
   d. How large a hotbed will be needed to grow plants for your garden?
   e. What should be the size of the cold frame in proportion to the hotbed?
   f. Describe the method of building a hotbed according to the following points:
      (1) Size of standard hotbed sash.
      (2) Depth of pit.
      (3) Amount of material needed to build hotbed frame.
      (4) Make a complete working drawing of the hotbed.
      (5) Describe in detail the method of preparing horse manure for hotbed pit.
   g. Give a complete bill of cost of the hotbed.

Comment:

1. This outline combines questions and directions.

2. What are the strong and weak points of this form of outline?

b. Three methods of preparation

These specimens serve to give an idea of what a project outline is like. We can now study how to prepare such an outline. There are at least three principles in accordance with which the questions may be constructed and arranged. Each of these three gives us a method of outline preparation, which we will name problem-solution, chronological, and related-study, and present in that order.

(1) The Problem-Solution Method

(a) Let the first group of questions be such as will reveal the conditions to be met in undertaking the task, smoke out the difficulties, help locate the problems involved.

(b) Let the second group lead to plans to meet these difficulties, solve these problems.

(c) Let the third group suggest specific things to be done in preparation for the work.

(d) The fourth group should deal with any necessary calculations that need to be made—the "how much, how many, when."

(e) The fifth, any questions or suggestions that will facilitate the actual dispatching of the undertaking.

(f) The last, questions that will help in the examination of the completed task and in the preparation of a report upon it. This includes the idea of appraising what has been done with a view to improvement.

Examine the membership renewal project. To what extent does it conform to this scheme?

Very simple projects will not require questions under all these heads.

Dr. John Dewey's well-known analysis of the thought process is the basis of the above set of instructions. The Dewey analysis without modification would direct one through a project as follows:

A Problem. A project always presents one or more problems. Each problem should be located and clearly stated.

Suspended Judgment. When confronted with the necessity for action men act in three ways—from impulse, from habit, or after thought. Here our action is to be thoughtful, so we suspend judgment as to what to do until we have carefully sought a proper solution of the problem.

Search for a Solution. Here we find we have three resources; our own previous experience that may have a bearing upon this situation, the experience of others, secured through interviews or by reading; and our own constructive imagination and reason. All the data that these sources supply we weigh and appraise. Different possible courses of action are formulated and examined. We decide upon what seems to be the best thing to do.

Action. We do the thing we decided upon, carry out the plan adopted after careful thought, work the plan.

Appraisal. Then we examine what we have done to see if our plan worked, satisfactorily solved our problem. The weak and strong points are looked for, and decisions reached as to future action under similar circumstances.

(2) The Chronological Method

In this, a series of questions is so arranged as to bring up all the elements of the project in the order in which they will be performed, a chronological order. A question introduces each major step or difficulty. Apply this idea as a test of projects (1) and (4).

(3) The Related-Study Method

Study the portion of the "Vegetable Garden Outline" printed as Project (6) on page 25. Notice that here and there are questions or directions that push into fundamental theory, a and b for instance. In the project printed as Appendix C, page 296, there are many such questions. Those in the Association projects (1) and (2), pp. 18-21, deal chiefly with what to do and how to do it. Such "why" questions as are used are not ones that go deep into theory or Association history and principles. But questions that lead to this deeper reasoning are very desirable. We will give an illustration of a project so outlined. Any of the above could be revised to serve this same purpose. In the following outline, in addition to questions which form the plans and specifications of the project, there are others that require more than technical skill; they require reasoning and the looking up of reference material. Their use in teaching helps to develop the mental ability the students will need in executive and administrative work.

PROJECT—*Set up a "New Members' Supper"*

1. What ends do you wish this supper to serve?
   a. Of what benefit may it be to the new member?
   b. Of what benefit may it be to the Association?
   c. Of what benefit may it be to the committee that handles it?
2. When will you give the supper?

a. What considerations should be given weight in determining the time?
b. Who should be consulted as to possible conflicting plans?

3. Where will you have the supper served?
   a. What places are available?
   b. What are their advantages and disadvantages?
4. How will you secure your desired attendance?
   a. What men will you invite?
   b. What form of invitation will you use?
   c. How will you know how many to provide for?
   d. How will you follow up your invitation?
   e. What publicity would be desirable and helpful?
   f. What cooperation will you want from other members of the staff, and other committees?
5. What program will you provide to follow the supper?
   a. How much time is available?
   b. With what information should the new member be made acquainted?
      (1) Concerning the Association's origin? Locally? In London?
          (See "History of the Young Men's Christian Association," Doggett, pp. 30-41.)
      (2) Concerning its founder?
          (Same reference.)
      (3) Concerning our central objective?
          (See "Some Fundamental Principles," Super, pp. 7-9.)
      (4) The fourfold work.
          (Same reference, pp. 14, 15.)
      (5) The place of the layman in our movement.
          (Same reference, p. 17.)
   c. How much of this can be interestingly presented in short talks? Who shall be asked to speak? What charter members or "old timers" are available?
   d. What other presentation of this material would be effective?
   e. What features will you provide in addition to talks?
   f. What opportunity will you give the new member to tell why he joined and what he expects to do and get?
   g. How could you use the statistical data in the 1920 Year Book of the Y M C A, pp. 80-81?

6. What profitable lessons can you learn from the experience of other Associations with this feature?
   a. From the Cleveland Central Association?
   b. From the Brooklyn Central Association?
7. How will you divide the various tasks that make up this event among the committee?
8. Prepare an outline of what you have learned from this experience, with suggested improvement for the next similar event.

Comment:

1. This project outline assumes that the decision to hold such a supper has already been reached. It is, perhaps, a regular affair, and its promotion is now being turned over to a junior secretary.

2. His first task, however, is to think the project through for himself and not merely proceed mechanically with a set program.

3. The use of a committee is contemplated in the drawing up of the outline. The pronoun "you" may refer to the junior secretary as the executive goes over the ground with him, then to the committee as the junior secretary or chairman presents these questions for group discussion and action.

4. This brings to the fore the fact that the project method of teaching is applicable to the training of committees as well as of junior secretaries.

5. To what extent can such outlines be used in getting matters before a board of directors?

So much, for the present, on the subject of how to outline a project. The next subject we will discuss is the third step in the process, number 3 under I at the beginning of the chapter, page 18.

2. *Assigning a Project*

When the executive has decided to assign a certain project to one of his juniors, he faces the question of how to get the task or undertaking before the man who is to handle or direct it. He may choose one of three general methods of doing this.

a. A previously prepared outline

The executive will have a carefully outlined project drawn up according to one of the plans above. He calls in the junior, or calls upon him, and, with this list of questions before him, discusses the whole project with the junior, raising but not answering the questions.

A copy of the project outline may be given the junior during the discussion, at its close, or even some time previous to it. The central feature here is that the outline has been prepared by the executive in advance.

If the junior does not "warm up" to this particular piece of work and his interest in it cannot be aroused, another man may be chosen, or it may be necessary for the junior to tackle the job even though it does not greatly interest him. But this is unfortunate. The stage is not set for good educational work, as a vital factor in education is interest.

A good deal of project teaching is done by the American secretaries in the Shanghai (China) Association. We print here an assignment prepared by S. E. Hening. It has some interesting and suggestive features.

Assignment on Statistical Records

Study Material and Sources of Information

Emerson's "Home Course in Personal Efficiency"—Lesson Two.
Emerson's "Twelve Principles of Efficiency"—Chapter VI.
Hubert's "Problems of Business Management."
Stone Commission Reports.
S. E. Hening's "Accounts, Records, and Reports."
Statistical Reports of City Associations in China.
Report Blank of the National Committee.
Annual Reports of the National Committee.
Brinton's "Graphic Methods for Presenting Facts."
Other books in the Business Department and Secretarial Training Libraries.
Observe the system used in the Shanghai Association.
Compare this with system used in your Association.
Consult with Messrs. Wm. Lee, J. C. Clark, H. A. Wilbur, S. E. Hening, and others.

1. Keep the statistical records at the Shanghai Association, from ——— 191— to ——— 191—.
2. What are records? (Give a full answer).
3. What is their purpose?
4. What are the chief points in satisfactory records? Why? (Full answer).
5. Do you think records should be kept on cards, loose sheets, or in bound books? Why?
6. What is the value of records in the Young Men's Christian Association? (Full answer).
7. What kind of information is usually desired by (a) The Board of Directors? (b) The General Secretary? (c) Other secretaries?
8. What bearing should this have on the way records are kept?
9. What different kinds of records are kept in the Association?
10. What statistics would you consider the most important in your Association? Why?
11. Should all local Associations in China follow the same method in keeping statistical records? Why?
12. Can you suggest any improvement in the report blank sent out by the National Office?
13. How are statistics kept in your Association?
14. Translate into Chinese (material to be specified in each case).
15. Outline a plan for keeping statistical records in your Association.

b. A jointly prepared outline

Here the two men sit down with pencil and paper, or go to the blackboard and together discuss the project, locate the difficulties, formulate the questions to be answered, and outline a procedure that suits the occasion. This is, of course, a very common method with many who never heard of "project teaching." It is likely to be done more efficiently after the process described just above has been used a while, and skill in analyzing a task secured by such careful work as project outlining takes for granted.

Sometimes, in this conference method of outlining an undertaking, the suggestions come in most unorganized form. Here is an illustration; it represents the work of a group of older

secretaries who were working up an outline for a junior secretary's training.

The project to be outlined was, "Arrange for and carry through the 10 p. m. Good Night Service." In getting the matter before the group interested, the leader asked, "What are the things that we must consider?" The answers came as follows:

(1) Get speaker, carefully chosen, so as to appeal to men. He must be coached.
(2) Get confidence of the members.
(3) Consider who is in the building that night and hour.
(4) How advertise.
(5) Start and stop on time.
(6) Ushers.
(7) The setting of the occasion; fireplace.
(8) Seating.
(9) Music.
(10) Program items.
(11) Presiding officer.
(12) Ventilation.
(13) Object of the meeting.

The list illustrates how we often take hold of a project right in the middle. Which of these items would have been suggested first, if a chronological order had been consciously followed?

After these points were all on the blackboard, they were reclassified as follows:

I. Object of the meeting. Consider:
   1. Number present. Possible conflicting attractions.
   2. The previous program of the evening.
   3. What the men have done during the day.
   4. Their unmet needs.
   5. Specific objects of the meeting.

II. The program of the meeting.
   Items 5, 9, 10, 11 on the list.

III. The arrangements for the meeting.
   Items 1, 2, 4, 6, 7, 8, 12 on the list.

When a senior and junior secretary are outlining a piece of work together, they might go no farther than this. The items might not be, and need not be, phrased as questions. In this particular instance the outline was to be used as in "a" above,

"a previously prepared outline," so the group proceeded to put the items into the form of questions to be asked the junior secretary who was to manage the meeting. How effective would the process be if the junior secretary in turn asked his committee these questions and had them run the meeting? Here are the questions:

PROJECT—*Arrange for and Carry through the 10 P. M. Good Night Service.*

1. What is the object of this meeting?
   a. How many members are likely to be in the building at that hour, and attracted to such a meeting?
   b. What have they been doing earlier in the evening?
   c. What has been their occupation during the day?
   d. What are their needs? Their unmet needs?
   e. What specific need shall we try to meet in this meeting?
2. What shall the program of the meeting be?
   a. Whom shall we secure to speak on this topic?
   b. How shall we coach him as to what need he is to meet?
   c. What music shall we provide?
   d. What songs, Scripture, etc.?
   e. Who shall preside?
   f. What details must be arranged so as to be able to start and stop on time?
3. What arrangements must be made aside from the program?
   a. How can we secure the members' confidence in this meeting?
   b. What advertising will be most effective?
   c. How shall we arrange the seats around the fireplace?
   d. How shall the doors and windows be arranged so as to secure proper ventilation, avoid drafts and undue noise?
   e. Whom shall we secure as ushers?

c. The junior prepares the outline

After a young secretary has been taught this problem and project method of study and of analyzing a task, he may be assigned a piece of work and asked to prepare his own outline.

This he may, or may not, discuss with his chief. At times the former, at other times the latter, will be the case.

Now carrying this last of the three methods one step farther, we come to the ideal project.

It is one the junior secretary conceives himself. A statement by Professor W. S. Taylor of the State College of Pennsylvania reveals two of the reasons for the superior value of the self-conceived project. "The project that enlists the energy and resources of the student most is not your project, but the project that he himself is working out. . . . Every project is a life problem, and we get direction and power to handle other problems of life from having successfully worked out the preceding one."

Right there are the two great values of the project which is a result of the junior secretary's seeing something that needs to be done, and undertaking to do it. First, his interest is deeper than in a task that has been assigned him by another, resulting in his more energetic enlistment in the enterprise; and second, he experiences a definite increase in power as a result of his having seen and solved a problem.

We do not mean to imply that any one of these three methods of getting the student under the project should be used to the exclusion of the other two. The wise general secretary will experiment with all three, and see with which method he has the largest success, or which process succeeds with each of the men he is training. The same treatment does not secure equal response from all men.

Remember the caution given in the latter part of the previous chapter against destroying a man's initiative by giving him too minute instructions, and, on the other hand, drowning him by throwing him unaided into water in which he is not able to swim. In assigning the task, do not tell the student too much. Start his mind working in productive fields by well-considered questions. Stimulate thinking. Do not crush it. "Wisely directed freedom" is the ideal condition for developing what John Dewey calls "problem-solving ability."

A brief quotation on the subject of project teaching from

William Orr, an authority in this field, is appropriate in this discussion of assigning tasks.

"In assigning projects, the interests and likes of the students should be to some extent considered, as one is likely to gain more knowledge in performing a task in which he is interested than in doing something that does not appeal to him. The interest shown in a particular line of work will reveal the special aptitude of the student. This principle, however, may be applied too literally, as it frequently happens that one taking up a task for which he has no liking at the outset becomes greatly interested in it as he masters its details and gains a sense of efficiency. . . .

"In addition to performing a given task or project according to standardized methods, worked out by experience, stress should be put upon the student to reflect upon better ways and means of accomplishing this task. This appeal may be made in the form of suggestive questions. The purpose is to encourage initiative and resource on the part of the student, and to discourage a merely mechanical performance of instructions."

Projects are assigned to groups as well as to individuals, and responsibilty for the various parts of the enterprise assumed by different members. These cooperative undertakings help to develop that highly essential element of success, team work, and give the men valuable experience in working as members of a group. Project teaching seeks to cultivate individuality but not individualism. The thought of a British philosopher is worth noting here: "Civilization is growth in the capacity for and use of cooperation."

We will end this section here, lest we ourselves be guilty of over-instruction.

3. The Execution of the Project

This is the fourth step of the five mentioned in the first section.

a. Coaching

After the preliminary discussion the doing of the piece of work should proceed with a moderate amount of coaching, or no coaching at all, unless the secretary-in-training seeks help.

Let the amount of supervision also be reduced to the least amount commensurate with keeping proper check on progress and observing the degree of skill with which the man works.

The executive should visit the young secretary while he is at work, in order to observe his methods and how he deals with different situations; but this should always be done in a quiet way, the executive never intruding himself into the situation or taking matters out of the hands of the younger man, unless it is to prevent a positive disaster. It is in the unaided handling of difficulties that the young secretary gains most power. These supervisory visits of the executive should be so conducted as to be welcomed by the beginner as contributing to his progress.

We will examine the subject of coaching further and more fully in Chapter V.

b. Related Study

Let us consider the growth in power and knowledge which the student may experience if the project is considered as a genuine educational opportunity, and used as an occasion for making investigations in fields of knowledge related to the task in hand.

Each task suggests lines of helpful study. The project of leading a boys' Bible class calls for a study of adolescent psychology, religious education, theory of education, and teaching method. Making the arrangements for the annual election of officers and directors will suggest an investigation of the Association constitution, the history of the evangelical test, the Paris basis, and the basis of membership in other countries. These investigations, designated as "related study," are suggested by almost every important task undertaken. There is no more appropriate time for this study than when the student is working on a problem upon which it will shed light, in solving which it will give him an increase of skill, and into which such reading and study will give him a deeper insight. Motive, or interest, is best created by the desire for help in solving problems. This stimulus to real study is set in operation by the presence of a task that makes the study profitable.

Naturally there will not be time for the junior secretary to make wide investigations in connection with every task he undertakes; but this fact should not be allowed to operate to the exclusion of all such related study. A reasonable amount of it will bring large rewards; and how much more significant very simple tasks become when the mental habit of investigation is operative! Association history and principles, psychology, sociology, instead of being just dead stuff in books, become interesting answers to the daily supply of "whys," and positive help in that deep desire of our hearts, "making good."

A good discussion of related study is found in R. W. Stimson's "Vocational Agricultural Education," pages 42 to 50, 59, 64 to 66, and 70. There it is shown that project knowledge, secured through project teaching, is of three kinds, or degrees. First, rules, which we discover or seek to discover; second, reasons, the understanding of the reasons for the rules; and third, broader results—"horizon"—"informational material of many sorts," the fruits of related study. These three, Rules, Reasons, Broader Results, Mr. Stimson calls the "Three R's" of the project method.

It is the pursuit of this related knowledge that has made the daily work of some junior secretaries stimulating and worthy, and the absence of which has led strong young college men to leave the work because they found it dull routine and deadening. The same breeze blows in both places; the difference in destination is due to the set of the sails.

The execution of a project furnishes an unexcelled opportunity for the introduction and discussion of those experiences in the history of the Association, both locally and as a movement, on the basis of which it has formulated its principles. As they have a definite bearing upon both the manner in which certain things are done and the reason for so doing them, the young secretary should become acquainted with these historical situations and accepted principles. A few simple questions asked in connection with any project bring this material to the front. Such questions as these: In what way, if any, does Association history, local or general, throw light upon the problems in-

volved in this project? What lessons can we learn from the experience of others in performing this task, or securing this end? What fundamental Association principles does this project introduce? What literature bears upon this piece of work?

4. Reporting the Project

The secretary-in-training may report his project upon its completion, or he may report it at one or more stages of its progress, if it is a long one or composed of various minor projects each of which might be reported. The report may be in one of three forms:

a. Written in his note-book, for his own private purposes, such as future reference. A membership campaign in which he takes part is worthy of such a report.

b. An oral report to his senior secretary, following written notes.

c. An oral report to a group of secretaries, following written notes. This report is then discussed, questions are asked and answered, criticisms considered, and problems located and analyzed, with suggested solutions.

The elements in the problem of reporting a project seem to be these: the note-book, the choice of projects for reports, the content of the report, the manner of the report (to whom and under what circumstances), and the senior secretary's comment upon the report, or the group discussion of it.

1. What form of notebook is most desirable?
   a. What are the relative values of the loose-leaf and bound form of notebook?
   b. What cover is most pleasant to handle?
   c. Which do you prefer, a large one like I. P. 514, or a smaller one like I. P. 507? Why?
   d. What degree of care should be exercised in writing up the project in the notebook?
2. What information should the report contain?
   a. What is the name and nature of the project?
   b. What is the general problem involved?
   c. What statements of each problem or difficulty encountered and the steps taken to solve it will be of

value to you as a permanent record? Will help you make the situation clear to others? Will enable you to present a helpful report?

d. What data should be recorded and preserved?
e. What value is there in listing these problems as you go?
f. What results should be reported?
g. What judgment do you now pass upon your work?
h. What improvement can you suggest?
i. What notes will you take during the report to the general secretary or the group?

3. To whom, and how, shall the report be presented?
   a. From which of the three forms of report given above will the young secretary gain the greatest benefit?
   b. Which will give the senior secretary the best line on the junior's ability, growth, and needs?
   c. Which will be of most value to the Association?
4. What sort of comment upon the report will be helpful?
   a. What part has criticism in this comment?
   b. What part has commendation?
   c. How much of the necessary criticism will the group provide?
5. Under what circumstances should the project be reassigned to the same or another member of the group?

III. The Choice and Sequence of Projects

A discussion of the process of selecting projects and building a course of study or "curriculum" may be helpful. The problem as it presents itself might be stated thus: How shall I choose and arrange the projects that are to make up that part of my junior secretaries' experience which I desire to have definite educational values?

1. Selecting Projects

The work done in Chapter I in breaking up the Association vocation into its parts, elements, or tasks, provides a list of activities and functions from which to choose our projects. Obviously all these tasks cannot be assigned to a man in one year, perhaps not in two years. Nor can all of the tasks a man performs be organized as educational projects. There is not time

enough available for the thorough process of study, execution, report, and discussion involved. But a fully satisfactory solution of this problem is readily found. Here it is. Select such parts of the work as will illustrate the chief processes and principles of the vocation, such projects as will introduce the young secretary to the typical methods of the secretaryship and representative facts of the Association. These representative elements are sometimes referred to as "type situations," or "life situations."

If in the handling of a limited number of typical situations the student is taught to observe their characteristics carefully, formulate or state his problem, locate the difficulties, secure and organize data, use books of reference, interview, decide upon a plan of action, apply his knowledge, and test his results, he will develop secretarial ability. He will progressively be able "to do," "to solve problems," and "to meet complex situations." He will gain "power equal to his needs as they confront him in life."

In making up a selected list of projects, three possibilities in reference to each will be kept in mind.

a. Some projects are prescribed because they are essential and fundamental, and they should by all means be executed.

b. Some are elective, and may be undertaken if there is time.

c. A third list will be made up of projects in which there is no attempt to go through the whole educational process. The procedure is short-circuited or curtailed. For instance, the cash may be balanced without either the executive or the student having prepared a project outline, and there may be no formal discussion of the project following its completion. The educational experience of having done it, however, is secured.

The functional as well as the departmental characteristic of the project should be considered in making the selection. For instance, skill in promoting is important; but planning, supervising, and teaching are also necessary elements of a man's equipment. Experience in all the functions of the secretaryship should be provided so far as is possible. A good discussion of some of these will be found in C. K. Ober's book,

"The Association Secretaryship," pp. 22-37, published by Association Press.

Character values should also be taken into account. Many of them can be cultivated in connection with almost any large project, so this consideration may not lead to the choice of one task as against another; but the growth of such elements of personality as accuracy, system, courtesy, tact, perseverance, truthfulness, reliability, industry, aggressiveness, and refinement should be definitely planned for, watched for during supervision of each man's work, and patiently and tactfully brought about. Such corporations as Westinghouse Electrical and Manufacturing Company of Pittsburg, and the Commonwealth Edison Company of Chicago grade their executives-in-training in these things from time to time on blanks printed for that purpose.

The importance of these character qualities has gained other weighty recognition. The War Department of our Government gave large significance to them in the grading of officers in the Army. Among the qualities they selected for these ratings are: Leadership, self-reliance, initiative, decisiveness, tact, ability to secure the cooperation of men, loyalty, reliability, sense of duty, carefulness, perseverance, and the spirit of service. The famous investigation by Prof. Chas. R. Mann, of the Carnegie Foundation, as to the elements that should enter into the education of an engineer found that such results of training as integrity, initiative, resourcefulness, and so forth were even more vital to success in the profession than technical skill itself. These things being so in the military and engineering realms, how much more must these qualities of character be valued in an Association secretary! Surely our training processes must provide for their discovery and growth. And where will they be so revealed and given a chance to develop as in the carrying out of regular projects?

In short, in building a curriculum of projects we must have three things in mind as we make our choice of tasks:

Projects that will develop a skilful workman.

Projects that will provide exercise of a variety of functions.

Projects that will exercise certain qualities of character.

None of these desired results "just happen." They must be consciously set up and encouraged.

2. The Sequence of Projects

What factors will determine the order in which the various projects will be undertaken?

First, the time of the year. Some things are done only in September, some only in January.

Second, the degree of difficulty. Some projects are simple, and even a beginner is equal to them. The more difficult must naturally come with growing powers.

Third, departmental considerations. The projects might all be chosen from one department for a while, and later from another.

Fourth, unanticipated situations and special enterprises arising in the course of the year which can be broken up into good projects.

However, while careful and progressive work will require the planning of many projects months in advance, even to the extent of scheduling a fairly set course of study or "curriculum of projects," many of the most profitable projects will be devised by the young secretaries themselves, and will be proposed by them from time to time. Welcome and encourage such procedure. The self-devised undertaking of the student has more possibilities for education than most of those you can assign him. A sense of personal interest, ownership, responsibility for success, and enthusiasm will attach to these original projects that will not often accompany the task that is thought out and assigned by another. Here the creative instinct is operative, and a man's deepest sense of personality and independence is satisfied. The "psychology" of the situation is all in favor of the plans the junior himself makes to meet a need he has himself discovered.

IV. Summary

The first step in project teaching is the preparation of a list

of projects. The second is the outlining of the single projects. The third is the assigning of the project. The fourth is the execution, and the fifth is the report and discussion of the project. Project outlines consist chiefly of a series of carefully prepared questions, which help the student to locate the difficulties and think the task through. A project is assigned to a student in one of three ways: a discussion of a previously prepared outline, an outline worked up in conference, or one prepared by the student alone before consultation. Of these three the last has the highest educational value. The execution of the project should lead to a broadening study of related matter. A report and discussion of the task is an important part of the process. Limits of time preclude the possibility of a large number of projects being undertaken in this thorough way, so only typical ones are chosen. They should be given character, as well as technical, value. The sequence of the projects will be determined by consideration of season, simplicity, and special need.

V. Suggested Projects

The projects given here are based on the work of a certain Association of 1,800 members and a staff of twelve secretaries. Each Association will need to prepare a list based on its own activities. The one that follows is not complete; it is a suggestion only.

Front Office, or Lobby Counter

1. Answer the 'phone properly.
2. Receive cash and issue receipts.
3. Issue a set of checkers and keep a record.
4. Collect dormitory rent and post record.
5. Call up directors to remind them of meeting.
6. Deal with a "down-and-out" visitor.
7. Lend books from the library and keep record.
8. Check incoming magazines and file in reading room.
9. Keep bulletin board up-to-date.
10. Handle incoming mail.
11. Check laundry in and out.
12. Revise the boarding house record.

Religious Work

1. Secure a speaker for a meeting.
2. Plan the advertising for a meeting.
3. Manage the ushering for a meeting.
4. Work up and teach a Bible class.
5. Run a shop meeting.
6. Work up a gospel team.
7. Lead a young people's meeting.
8. Teach a Sunday school class.
9. Lead a prayer meeting.
10. Give an address in a church.
11. Help in a religious interview system.
12. Do and report on personal work.
13. Advise with a pastor on some religious work plan.
14. Promote the Association's foreign work interests.
15. Relate a newcomer to a key man, for follow-up.
16. Promote the use of religious books.
17. Prepare a Bible study exhibit in the lobby.
18. Follow up Bible class absentees.
19. Work up a men's weekly Bible study supper.
20. Handle the Sunday afternoon fellowship supper.
21. Get a man to attend church with you.

Educational Work

1. Canvass prospective students.
2. Prepare advertisements for educational classes.
3. Enroll students.
4. Work up chapel meeting.
5. Take charge of chapel meeting.
6. Promote a reading club.
7. Secure teachers for night school.
8. Keep a record of enrolment and attendance.
9. Make a comparative study of this and last year's statistics.
10. Observe a class in English, arithmetic, etc.
11. Follow up absentees.
12. Conduct an educational forum.
13. Develop cooperation with the public library.
14. Outline the content of a course of study.

Membership Work

1. Prepare a list of prospects.
2. Prepare an advertising booklet.
3. Prepare a newspaper display ad.
4. Prepare a window card.

5. Write a newspaper story to secure members.
6. Canvass stores and shops for membership prospects.
7. Secure new members.
8. Secure renewals.
9. Make membership collections.
10. Show a prospect over the building.
11. Promote a weekly New Members' Supper.
12. Organize a membership committee, or use it.
13. Keep membership records and issue cards.
14. Relate new members to volunteer service.
15. Compare your statistics with those of other cities.
16. Interview new men on the spirit and aim of the Association.

Social Work

1. Promote a billiard tournament.
2. Promote a bowling tournament.
3. Promote a checker or chess tournament.
4. Organize an outing to a place of interest.
5. Organize a hike into the country.
6. Organize an over-night camp.
7. Promote an Association Open-House Night.
8. Promote a social for a special group.
9. Promote a dormitory party.
10. Work up a social for the employes of a large plant.
11. Work up a college men's banquet.
12. Show new members over the building.
13. Organize and direct a "hospitality squad."
14. Organize a social sing around the piano.
15. Prepare bulletins advertising events.
16. Discover and visit sick young men.

Boys' Department

1. Run a "Bean Supper" for employed boys.
2. Teach a boys' Bible class.
3. Help in a boys' extension club.
4. Tend the office a period.
5. Serve as Scoutmaster of a troop of Boy Scouts.
6. Speak at a high school dinner.
7. Meet with the inner circle of the Hi-Y Club.
8. Secure an adult leader for a boys' group.
9. Visit local point of interest with boys.
10. Organize an educational club for stamps, or wireless.

Business Office

1. Order supplies.

2. Check supplies received with goods ordered.
3. Check bills with goods ordered and received.
4. Check the cash and entries for the day.
5. Pay insurance premiums.
6. Pay bills and file receipts.
7. Inspect the building as to cleanliness and repair.
8. Gather data for the monthly report.
9. Arrange distribution of advertising matter.
10. Write a letter of thanks for a subscription.
11. Send out monthly membership renewal notices.
12. Check membership receipts.
13. Assist in preparing a budget.
14. Revise the mailing list.
15. Prepare the monthly pay-roll.

Miscellaneous

1. Attend and report to a committee meeting.
2. Attend and report to a directors' meeting.
3. Report an event for the daily papers.
4. Write a news report for *Association Men.*
5. Issue the regular news letter or bulletin.
6. Run a campaign for subscribers to *Association Men.*
7. Attend and help promote a gymnasium class.
8. Assist a man who is looking for job.

VI. Long Term, or Major Projects

In order to secure a clear understanding of project teaching and not inject too many elements into our thinking about it, most of the projects so far considered have been short-term, or single-act, projects, such as getting a member or securing a committee meeting. We now consider another kind—long-term projects, such as leading a Bible class for a whole season, building up a new department, for example work for high school boys, or bringing about proper cooperative relations between the Association and the local churches.

The difference between these major projects and the briefer ones we have described is one of time. These longer ones are superior in that they offer better opportunity for the introduction of related study, for the discovery of lines of profitable reading, and for the use of this information in furthering the project.

Perhaps the chief value of the long project is that it gives the student a chance to apply and study in operation the great fundamental movement-building ideas that underlie the Association enterprise, the principles upon which it is built—type situations in the larger sense. Illustrations of these ideas are: the Association is a layman's organization directed and actually operated by laymen; the study of the Bible has a vital place in building Christian character; as an arm of the Church we seek the interests and welfare of the body; the acceptance and following of Jesus are essential to fullest manhood; bodily health has a close relation to social, spiritual, and mental health.

What projects express these dynamic ideas and embody them in operation? Devise them and relate the secretaries-in-training to their development, with time to work them out and initiative of inventing or adapting means. The young secretary will thus learn that the work of the Association is not just a series of interesting though unrelated stunts, but is the consecutive concrete form the great ideas have taken. He will become at home in these ideas and himself produce new expressions of them; he will become a thinker, an inventor of processes and not merely a copier of plans. The Association movement will gain growing significance to him, and open vistas of interesting experiment and work from which he will not easily turn aside for less vital and rewarding occupations.

It will be seen at once what an incentive such projects are to real study, the related study discussed in an earlier section. McMurry points out that knowledge is best acquired in wholes that have a relation to the achievement of some clear-cut and useful end. This movement toward a definite end, plus the knowledge related to its achievement, constitutes a project in the educational sense. Facts and theories, so far as they are really acquired, are acquired in connection with the securing of some definite purpose. Principles that are used lose all abstractness and vagueness. They cease to be "static information" and become part of "dynamic ability." The major project is the finest incentive to practice in the use of knowledge.

The process of finding the difficulties involved in an enter-

prise, of relating data to the solution of the problems, of assigning the task, hearing reports upon it, etc., is the same in either short or long projects. The major project is merely a series of closely related minor projects, all of which yield to the same treatment. A good sample outline of an undertaking involving a long period of time and many minor tasks will be found in "Vocational Agricultural Education," by R. W. Stimson, page 119 and following. It will repay careful study.

It might be well at this stage of your reading to take one of the above-mentioned major projects, the one on church cooperation for instance, and try your hand at preparing an outline. Proceed on the basis that you are going to ask one of your associates to undertake to bring about better cooperation between your Association and the churches of your city. The following questions asked of yourself will help you in your preliminary study of the project, help you break it open for close examination.

In what aspects of this enterprise will my associate be interested?

What difficulties will he encounter?

Upon what points will he have to make decisions?

Where will he need help?

From what sources can he secure this help by interview or reading?

Into what minor projects can this major project be broken?

What will be his first steps in getting the propect under way?

Remember you are not to tell him the results of your study. You are to think this through so as to find the channels into which his thought should be directed, and then ask him questions which will set his mind thinking along these and other profitable lines. Here reread this chapter from II *1* b, page 25, through II *2* b, page 33.

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CHAPTER III

CLASS-ROOM WORK

ANALYSIS

I. What Type Produces the Best Results?
   1. The tests of class work
      a. Thought
      b. Mutual search for truth
      c. Growth
      d. Change of action
      e. Solution of problems
      f. Motive
      g. Participation
   2. What class-room method meets these tests?
      a. The lecture method
      b. The recitation method
      c. The seminar method
      d. The discussion method

II. Problem-Discussion Procedure
   1. Just what takes place during this sort of class period?
   2. The teacher's outline: Membership illustration
   3. Comment on the questions
   4. The assignment
   5. An analysis of the class period
   6. The teacher's function
   7. The student's part in the discussion
   8. Branom quoted

III. Some Elements of Problem Teaching
   1. The selection of problems for discussion
   2. The preparation of teaching outlines
   3. Breaking the problem open

PROBLEM

What method or type of class-room work will produce the best results in preparing young secretaries for immediate and

future executive leadership? What should be the content of the course of study?

I. What Type of Class-Room Procedure Produces the Best Results?

1. The Tests of Class Work

What tests shall we apply to what goes on in the class room to see if it is helpful? By what standards shall we measure these periods spent together? What results shall we look for; if found, pronounce the method good; and if lacking, question the process?

a. Thought: The class hour should be, as Dewey puts it, "a place and time for stimulating and directing reflection." It is not a time in which the student merely recalls and recites what he has read. Nor is it a time for listening to lectures. The best teachers have recognized this and are discarding the lecture method. It is a time for the consideration of problems, of search for solutions, the weighing and evaluating of suggestions and data, or proposing and examining suggested ways out, or arriving at tentative conclusions to be tested by reason and, as soon as possible, by action. This is what thought means. The securing of these things is the highest use of a class period. Apply this test: Did the students thoughtfully grapple with a problem, or did they merely rethink another man's thoughts after him? The former is good; the latter varies from less good to useless.

This thinking should have four characteristics: It should be purposeful, judicious, logical, independent.

b. Mutual search for truth: If the teacher and the students work together in an honest effort to find the truth about a matter, the class period is pretty sure to be helpful to all concerned. Class periods in which the teacher assumes that he already knows all the truth and reads or talks it off are not productive of mental growth; nor are classes in which the unalterable truth is recited from the latest textbook—not even this one. "Let us proceed together toward the truth" would be a good motto for the front of any class room.

c. Growth: Has the class hour produced growth? At the end of a class period the student should leave the room having genuinely grown because of his participation in what took place. A class in which the teacher is doing all or most of the work is not resulting in much growth for the students. Apply this test to classes you have seen. The period has been a success if there is a difference between what the student knows and can do at the beginning and what he knows and can do at the end of the hour.

d. Change of action: If the student does not in some way or situation act differently as a result of the class period, can it have been worth while? It should result in some change of action, some modification of conduct or procedure. In a Bible class, this is obvious. It is equally true of a class in Association methods, and of a class in Association principles. It is a severe test, but it is recognized today by educators as valid and essential. Ask yourself, during any class period, "Will any one in any way act or do differently as a result of this period together?" If you answer "No," question the worth-whileness of what was done or said. Change of action will be due to a change of thought about something, for a man's thoughts are the root of his acts. The best evidence of this change of thought is a change in the way the student acts in some life situation—better membership solicitation, more skilful teaching, accuracy in checking bills.

e. Solution of problems: Were any real live issues discussed, any genuine problems examined? Did the material brought out help any one solve some difficulty that was troubling him? Did real help come out of the meeting? If no live issue was involved and no solutions examined, could the subject-matter have mattered much? Might it not just as well have been left out, and the time have been devoted to something that made a difference?

f. Motive: A class-room method is a success if its use stimulates the students to real mental effort on worth-while tasks. The stimulation we have in mind is not the pressure of compulsion from some other person or system, but the urge of

inner desire. When the students come eagerly to class, believing they are going to get help on a real problem, get it, and attack with zeal the matter to be studied for the next period, the process is a good one; the students are "motivated." Absence of this motivation indicates a poor teaching system or very poor use of a good system. In Dewey's apt phrase, the student should feel "the bite" of a real question. To solve that problem, he will think, discuss, study, and act with a genuine inner motive. If the class periods deal with real issues in the lives and work of the students, such motive will be generated. The core of motive is interest, and the core of interest is a problem for which the student wants a solution. The class discussion must also generate motive for further study and experimental action.

g. Participation: In the best teaching, the student participates more than as a listener. Listening is not enough. The more of the man that is engaged in the learning process, the better the results. There must be self-expression. Therefore a good class-room procedure provides that the student shall take part with his ears, his eyes, his mouth, his hands, his mind—as much of him as is possible. His mental participation will take the form of effort to locate difficulties in situations, consider solutions, formulate opinions, estimate the value of the ideas of other students as they present them, and come to personal conclusions, and will issue in occasional statements as his contribution to the process. The student will participate in all these ways when the question is in some way vital to him.

2. What Class-Room Method Meets These Tests?

These tests are severe ones. They go to the very heart of the matter. Most of the teaching we have seen and done would fail to meet one or more of them. If they are true tests, however, we are bound to seek to acquire a method for our own use that possesses the possibility of some day measuring up to them as we grow in skill. Surely we will drop any method which can never by any chance, or the attainment of perfection in it, reach this level of good teaching. We will briefly examine the more

common methods and see which offers the best chance of a high score.

a. The lecture method: On the last named test, participation of the student, it ranks the lowest of all methods. Consider how little of the student, mind and body, is involved in listening to a lecture, even when he is taking notes. As Professor Moore says, "It is a peculiarly unsuccessful method of teaching." Put the test of "thought" to it. If the student stops to think about any statement he fails to catch the speaker's further remarks. Try "mutual search for truth." There can, of course, be no mutuality when one man does all the talking and the other only listens. Some growth may result, but not so much as when there is participation. Action may be modified and sometimes is. The motivation of the listener to a lecture is generally weak. The lecture has the further weakness that it covers a far greater amount of matter than the hearer can use or digest.

These considerations have led most real educators to drop lecturing for other methods of class-room procedure. But what about all these college professors who lecture? Most of them are specialists in some area of learning, but have given little thought to the processes of teaching their subject, and are not educators in a correct sense of the word. They are chemists, historians, sociologists, and so forth. Many of them look with scorn upon the idea of studying the technique of teaching; their lectures are the best evidence of their low estimation of the science or art of class-room method.

When a class meets, there are three factors present—the teacher, the text, or subject-matter, and the student. Modern educators consider the student the center of education and the most important factor of the three. But the lecturer, by his monopoly of the situation, says that he, the teacher, is the most important.

b. The recitation method: In the proper use of the word, this is an occasion on which students reproduce to the teacher things they have read in a lesson assignment. At its worst, it is a phonographic repetition of words committed to memory; at

its best, a reciting of what others have said. The facts studied are given to the teacher in response to test questions, which usually call only for matters of recorded fact, and seldom for personal opinion. Where the work rises above this level, it becomes just to that extent not a recitation, but a discussion, and is to that extent good. Apply some of the seven tests given above, and draw your own conclusions as to the educational value of real recitations. Take the test of thought. Is the thought exercised in a recitation motivated by a worthwhile purpose? Does it call for the use of judgment? To what extent does it require logical organization of data? How much independence does the recitation method encourage?

Recitations have one favorable quality; they reveal whether the student has studied his text, or not. But this result can be secured so much better by the use of other methods (problem-discussion and project work), that it can scarcely be considered an argument in favor of recitations as a class-room procedure.

In the recitation, the textbook is considered the important factor or element, and the correct reproduction of its words or opinions constitutes success. Professor Moore calls it " a rehearsal of what has been learned before the class exercise takes place." The writer of the article "Pedagogy," in the International Encyclopedia, says, "The minimum of advantage results if the time be spent in saying lessons learned *memoriter* from a book or in reciting facts more or less known to all the class. A class exercise is at its best when the class is engaged upon some problem towards the solution of which each one, including the teacher, from his peculiar point of view, contributes his proper share."

c. The seminar method: There is much to be said in favor of this method of work, consisting of "research work carried on by the students under the direction of a teacher." The students meet at regular intervals "for the discussion of reports on special research conducted by one of their number." For most purposes, however, it is a heavy method and not rewarding to all the members of the class. As all the students are

there working on different problems, the discussions are not vital enough to the men not reporting, participation is not sufficiently provided for, and the element of mutual search for truth becomes a watching of others' search for different truths.

d. The discussion method: This method, when it is prepared for and conducted in accordance with the best practice, seems to meet all the requirements. Recent developments in the technique of discussion as a means of education make it the most helpful, rewarding, and stimulating of all class-room methods. This procedure is called "problem teaching," teaching by the discussion of problems. We will devote a section to making the process clear, and then one to the question of how to conduct such classes.

In discussion classes, the student is the important factor of the three. Not what the text says or what the teacher says, but the student's growth is the vital thing. His personality, his ability to reason, what he becomes able to produce—these and similar values are chiefly considered, rather than what the teacher says or the book says. The work falls upon the student. He has to find the problems, gather the data, consider suggestions, suggest the solutions, weigh others' propositions, and verify or test these in some sort of action.

II. Problem-Discussion Procedure

1. Just What Takes Place during This Sort of Class Period?

a. The teacher or leader, in introductory remarks, centers the attention of the students upon a problem which is vital to them all. Frequently he will set the problem or lead to a discussion of it by asking a question which looks into the experience of each man present. For instance, he asks, "What real leaders in the work of the Y M C A have you known or known about?" After all or most of the group have replied, he asks, "What makes these men leaders?" At once he has a discussion started on the essentials of religious leadership.

b. The second step is the mental one of suspending judgment until the data has been examined and hypotheses tested.

c. The third step is the gathering of data, or the presenta-

tion of material drawn from reading or experience of a personal nature. The problem and this data might be put upon the blackboard so as to keep it well in hand. These suggestions are carefully considered. Irrelevant matter is rejected by the students or questioned by the leader. For this purpose, the meeting must be "so conducted that the emphasis will fall on reflection rather than on mere reproduction." He will ask few who, when, and where questions and many beginning with "Why."

d. This material should lead to some conclusion or hypothesis that solves or appears to solve the problem.

e. This is carefully tested by the group until they think the problem solved. Some may not agree. They have that privilege.

f. The application of this conclusion or solution is discussed, and the action that grows out of it decided upon. It is tested in actual experience as soon as possible. All this discussion may take more than one meeting. Further reading or investigation may be necessary before a conclusion can be reached, or the time for the close of the period may arrive. If so, the leader and group decide upon what to do in preparation for the next discussion period. This is the lesson assignment.

2. The Teacher's Outline

The teacher prepares for a class of this sort by writing out a series of questions which will first center interest and attention on a live problem, then help find the "hot spot" in the problem, then draw out ideas bearing on the question, lead to a conclusion which will solve the problem, summarize the discussion, and, at the end, formulate applications, or things to do growing out of the conclusion reached. All this by questions. Here is an outline that we have used with a group of younger secretaries:

PROBLEM: *What should be the meaning of membership in the Y M C A?*

1. a. What reasons do you give men for becoming members of your Association?

b. What is your strongest appeal?
c. What is the chief purpose in the minds of men who join? That they are hiring someone to provide privileges for them, or that they are investing money in an enterprise in which they are partners?
d. In how far is the appeal to men to have a part in the enterprise a practical basis of membership solicitation?

2. a. What was the motive and purpose which impelled the members of the early London Association to band themselves together in membership?
b. To what extent does this motive exist now in men who join your Association?
c. In those who join the student Associations in the colleges?

3. How far should we make selling of privileges the basis of our membership solicitation?
4. Some folks say we should make willingness to have a part in the work of the Association a condition of membership. What is your opinion regarding this? What is the basis of church membership and finance? To what extent could you build an Association around the idea of service?
5. In how far do your members actually share in making and carrying out the plans of the Association? To what extent should this be their responsibility?
6. In view of this discussion, what would you say membership in the Association should mean?
7. Would we have fewer or more members on the basis of appeal to and requirement of service? What changes in our present handling of membership would be necessary? What effect would this have on the financing of the Association?
8. Would these changes of membership basis increase or decrease the size of the task of the secretary? What changes do you feel it would make?

3. Comment on the Questions

The first question is a "point of contact" question, connecting with the daily experience of these young secretaries. The next is a transition question to introduce the problem, which is brought out by the third and fourth, all of the first series. The last one of the first series begins to draw out data on the phase

of the problem upon which this discussion is planned to center. The leader believes this is a live question with the group. Experience proves that it is. Question 2 a. introduces historical data that will help them to solve the problem. This is the scientific way of using history. Question 2 b. ties this historical data to the present day. Questions 3, 4, and 5 seek for more matter for consideration. Question 6 is put to secure a summary and a conclusion, or hypothesis. Question 7 a. b. and c. are put to test this conclusion. The two questions under 8 are "application" questions, bringing out the actual bearing of the discussion on the lives of the students.

4. The Assignment

This discussion was not conclusive. A need for more data was felt. To secure it the following assignment was made:

Brown, Write Boston and secure information as to their basis of active membership, and how it works.
Smith, Investigate Knoxville's service membership.
Jones, Learn what Philadelphia finds to be an acceptable membership basis.
Green, What privileges do members of the Student Association secure?
Robinson, Get information on the Grand Rapids plan.
Peters, Look up service membership in the boys' department. Read up in *American Youth.*

All,

1. Examine the ads of your Association and see to what motives they appeal.
2. To what motives do you appeal in your personal solicitation?
3. Try to secure a member purely on the appeal of a chance to serve.
4. Consider the bearing of community work on this question.

Absence of literature makes this particular data hard to secure. The assignment is generally much simpler, and should be. As a rule it will be limited to available reference books or readily conducted "projects" upon which the students will report.

5. An Analysis of the Class Period

After the meeting in which the above outline was used an analysis of the discussion was made, based on records kept by several observers. In this forty-one-minute period, the leader took part thirty-four times, and the students sixty-seven times. This was considered too much participation for the leader. It was due to the facts that the class had made no preparation, and that for this group the question was not vital enough. So they warmed up but slowly, and the teacher had to ask "probing" questions in addition to his main questions. As to time occupied, the leader used fifteen minutes, and the class twenty-six minutes. This was not considered so bad, but too much time was occupied by the teacher. There were a few short silent periods. Are these good or bad, and why? What is going on during these silences?

The record shows that all the students took part, but that one was wordy, and one or two somewhat backward. This is the case in many classes. What measures would you take to bring out the backward ones and restrain the too forward member?

6. The Teacher's Function

The part of the leader in such a problem-discussion class as we are advocating includes these functions:

a. He is chairman of the group, with a rather democratic interpretation of that word. As such he makes a careful introductory presentation of the topic, making the situation clear. This may take one to three minutes.

b. He has thought into the situation to be discussed, and prepared an outline composed of questions that will help the students to locate the problem and its difficulties. These questions he proposes from time to time as the discussion progresses and he deems the next question timely.

c. He holds the discussion to the question; but he does not rule out answers with which he disagrees, if they are on the topic.

d. He summarizes the discussion from time to time, recog-

nizing different viewpoints where they exist, as they frequently will.

e. He exercises self-restraint, both in the matter of time he uses and in putting his own views forward to the checking of free discussion and preventing thought on the student's part.

f. He occasionally introduces his own experience or data, but on the same basis as that offered by any student and not as settling the question. He gives it for what it is worth, and of this the group should be the judges.

g. He draws out timid or reserved men and restrains the too talkative.

h. He helps the group think through their problem. He makes the students think—and that means, to repeat the famous Dewey idea, to locate difficulties, gather and consider suggestions, draw conclusions, and test them—and express their thoughts.

i. He does not lecture, but may at times introduce data not accessible to the students, or offer a suggestion; only in brief talking periods, however, and when that data is needed.

j. He does not allow his own attitude on the subject to influence the group unduly. At times he will not even reveal it. Rather than give solutions to problems, he sends the student to search for solutions.

k. He makes the assignment for the next lesson, spending even as much as eight to ten minutes in getting the problems involved well before the class. He guides the students to relevant data, by giving references to be read.

l. He watches for new points of view or data which he has not himself previously considered, and acknowledges this new point of view as such when it is presented.

m. He studies each student's mental processes and characteristics.

n. He sets tasks involving the testing of new conclusions.

7. The Student's Part in the Discussion

a. He considers the situation presented by the leader and helps to locate the problem involved.

b. He then works with the others to help define the problem and find just where the situation presents difficulties.

c. He contributes his point of view to the discussion, presenting such data and opinion as he thinks will bear upon the solution of the problem.

d. Meanwhile, he suspends judgment until the evidence has all been brought in.

e. He asks questions for information, or to reveal the weakness in another man's position.

f. He answers similar questions from the teacher and his fellow-students.

g. He carefully considers the contribution of other men, getting and weighing evidence. Some he questions, some he rejects, some he accepts. He modifies his own position to square with this new data.

h. He arrives at a conclusion, and ventures to suggest his solution or opinion.

i. He then proceeds to test his conclusion and presents it for others to test.

j. He decides that he must have further data on certain points, and asks for or is given references bearing upon it. He plans certain study and experimentation.

k. The students may not all agree. There may be a variety of opinion. Perhaps only longer experience can determine which view is correct, or better.

l. After class, he tests his conclusions in some appropriate action. In the resulting situation he locates new problems for the next discussion.

m. He prepares for the next class period.

n. He keeps notes, both on the group discussion and on his personal study and experience.

8. Branom Quoted

An excellent summing up of the method of discussion will be found on pages 159 to 161 of Branom's "The Project Method in Education." It is too long to quote, but should be read by those who intend to use this method. The following

quotation, though long, is so helpful that it must be reproduced here. It is from the same work, and begins on page 167.

"It will be noted that the project-problem has a fourfold aspect: (1) Preparatory step, involving a consideration of material out of which a problem may arise. In many instances the solving of one problem may give rise to another problem. The character of the preparatory material used is important, since the problem and the initial interest of the class in the problem largely depend on it.

"(2) Problem raised. A problem is raised and concisely stated. Spontaneous self-activity of pupils should be sought. A problem is secured in an ideal fashion when the pupils raise it. It may be necessary, however, for the teacher to assist the pupils and occasionally even to raise the problem for the class. The significant thing is not that some pupil verbally shall state a problem but that the class shall have a need, a problem—irrespective of how the need was created—which it wants to satisfy. Care should be exercised in the final statement of the problem, as succeeding work hinges on the definite expression of a problem worth while.

"(3) Materials secured and interpreted. When the class has a problem that it needs, or preferably wants, to solve, various sources of information, as textbooks, supplementary readers, pictures, maps, museum material, newspapers, magazines, and people, should be consulted for appropriate material. This material should be interpreted so as plainly to show its bearing on the solution of the problem. The teacher should not attempt to force her organization on the class. It is far better to accept the pertinent points made by the pupils in the order in which they are made, thus encouraging an easy flow of thought. The pupils should not be thinking, What does the teacher want us to say? but, What does the solution of the problem demand?

"(4) Problem solved or material summarized. If the problem has been solved, the solution should be stated by the class as accurately, as definitely, and as concisely as possible. The final statement should represent the team work of the class, if the problem is a group problem. It is not to be expected that a definite solution can always be secured, or that the individuals of the class will agree on the solution in all cases. In the actual problems of life, adults often analyze and weigh the factors concerned, postponing judgment. With respect to many problems in life people have widely divergent views. It is the province of the teacher to work with the pupils, getting them to

come to their own conclusions, after all the available evidence has been presented. All of the above steps need not and probably will not appear in the same recitation. An entire recitation period, for example, may be devoted to a discussion of the preparatory material and the raising of a problem. It is not believed that the project-problem, as defined in this chapter, is the whole of educational endeavor, but it is believed that the project-problem should occupy an important place in school-room practice."

III. Some Elements of Problem Teaching

A consideration of some of the outstanding difficulties encountered in the use of this method of teaching may be helpful to those who wish to initiate and conduct such discussion periods as a regular feature of their training program.

1. The Selection of Problems for Discussion

a. The problems to be discussed in the class periods grow out of the daily work of the members of the staff. At first thought this suggestion seems to many to be vague and unsatisfactory. It seems too hit-or-miss, too unorganized. A little experimenting with finding the problems in the daily work soon results in the disappearance of this seeming difficulty. Skill in locating problems is developed and real pleasure is experienced in the process. Further, the students soon get into the game and themselves suggest the problems, the ideal situation.

A day's work of a staff of six men is full of problems; not all of them can be chosen for discussion. The progress will naturally be from the more simple to the more difficult, but all must be real to the men engaged in the discussion.

Sometimes the work experience of different men will be so organized as to bring certain problems to the front. In the fall, membership problems; at the beginning of the fiscal year, financial and budget problems. Where a graded series of projects is used as a regular training process, the problems grow out of the projects and the class room becomes a place for the discussion of the difficulties encountered in the projects.

This coordination of class discussion with the day's work is

the element par excellence that makes the class period valuable and interesting. It also adds to the attractiveness of the day's work, and lends it new motive. Most training centers that have failed have failed for lack of just this element, the relation of class-room work to daily duties. Interest has waned because the discussions or lectures (they have generally been lectures) seemed to have no relation to the immediate daily life of the secretary-in-training. In the adoption of this plan lies the solution of that and related problems.

b. Let each lesson, then, begin with a centering upon some problem that is live and real to at least some of the group. The series of problems that make up a course of study is determined upon in advance to this extent:

(1) Some problems are foreseen. We know they will arise. We can count upon their being real whenever we bring them up. They are such questions as, Why do we have active and associate members? Why do we have members at all? Why do we serve men and boys only, and not women and girls and small children? Why doesn't the Church do this work? Why is it not self-supporting? How are we related to other Y M C A's?

(2) Some we plan to bring into the experience of the students by putting them into certain situations where these questions are sure to become real. Such as, What is our secretarial relation to laymen? What is the Association's relation to movements to create and enforce laws?

(3) Some are seasonal, appropriate to certain annual or monthly events in our work.

(4) Some, however, will arise very unexpectedly. A newspaper attacks the Association; a janitor is burned; an endowment gift is received; a prominent non-church member wants to know why he cannot hold office—these and many other unplanned situations furnish the finest sort of problems for group discussion, in the light of Association principles, history, and methods. Postpone the discussion you had planned, and use these events as the occasions of valuable education.

(5) Finally, the launching of any new enterprise or move-

ment or feature provides proper occasion for profitable class discussion. Use it.

c. The philosophy of all this is that only such class discussion is profitable as relates to a real problem in the experience of the men of the group. Only when items of information bear upon the solution of a problem, the removal of an obstacle, the accomplishing of some purpose, have they value as subject-matter. When men actually face a "forked-road situation," and they can and must act in one way or another, then, and then only, is a class discussion worth while. Your problem as teacher is to see these situations in a day's work, seize them for class use, and at times create them for the broadening of your students' experience. "Skill in teaching is brought into play just here in staging situations which present difficulties and arouse in the mind of the learner a need for solutions."

The wise teacher will not bring material into class for which the students feel no need, or for which no need can be readily awakened or aroused. Technically, the material of instruction is called subject-matter. But it is only subject-matter in the real technical sense when it is needed by the student. W. W. Charters says on this subject, "Subject-matter originates when some need, problem, dissatisfaction, or difficulty occurs. It is a way of acting in the attempt to satisfy needs, solve problems, remove dissatisfactions, and overcome difficulties. Its function, then, is to solve problems, satisfy needs, and overcome difficulties." These needs, difficulties, and problems referred to are present ones in the life of the student, not remote or anticipated ones. (For the whole discussion of subject-matter, read "Methods of Teaching," by W. W. Charters, pages 26-74.)

John Dewey, America's greatest educational thinker, states a phase of this truth in a negative way, thus: "The assumption that information which has been accumulated apart from use in the recognition and solution of a problem may later on be freely employed at will by thought is quite false." The best educational thought has exploded the idea that you can lay up information for use in future situations. When the time

comes to use it, it is not there. The only subject-matter that really "makes good" with us is subject-matter that we use now to help us out of some hole. It is the other sort, the "future useful" sort, that men have always condemned as "theoretical." It simply has never been squared and tested in some life task, so far as the would-be learner is concerned. On the other hand, the "present used" is thereafter the "future useful."

d. This seems to limit greatly the amount of crystallized experience that can be properly introduced into a discussion, or given to a student as assigned reading. A few words more from Dewey somewhat clear the air. "An experience, a very humble experience, is capable of generating and carrying any amount of theory (or intellectual contact)." The only point contended for here is that theoretical discussion apart from an actual situation to which the members of the group are parties is fruitless. But just as a large cup is carried by a small handle, so a small but vital experience can be made the handle by which one gets a good grasp on much theory. The experience, with its problem, is the absolutely essential handle.

Summary. The principle of curriculum-building that we should employ, then, is this. *Let class discussion be upon problems that arise in the course of real daily experience.* So foresee and so organize this experience that it will include the situations with which most secretaries have to deal. This handling of present problems is the only preparation for the future that educational thought can fully indorse as worth-while and fruitful. But *this* sort of preparation, this getting ready for life by living, has received the highest educational and psychological sanction.

2. *The Preparation of Teaching Outlines or Plans*

The wise teacher goes into class with a well-prepared outline, consisting of a series of definitely written questions with which he proposes to guide the discussion. He may see fit to depart from his outline to follow a good lead that develops during the class period. This is sometimes advisable. The fact of this possible abandoning of the outline should not count against its

careful preparation. Real education does not result from "catch-as-catch-can" methods.

Here is one way of preparing an outline:

a. First step: Consider the group

Center your thought upon some situation in the present experience of your class which presents difficulties. This gives you the general topic, subject, problem, for the class period. Perhaps you are just launching some educational classes for young men, and the whole staff of ten secretaries is more or less related to it, especially the office staff and the educational and membership secretaries. The question of *how* to get students is a live one to some of the group, while perhaps the point of *why should the Association conduct educational classes* is the way in which the question lies in the minds of others. It is a "forked-road situation" to some, for their conviction or lack of it will make a difference in their actions in the matter, while to others the *how* aspects of the question are more vital than the *whys*.

Careful consideration of the needs of all leads us to decide to present the *why* angles of educational work first, unify the group in a desire to do educational work, and then proceed to the *hows*, with a basis of conviction.

b. Second step: Locate and define the problem

The steps are not sharply separated. In fact, we have already begun the second one. We decide that perhaps the question of the advisability or propriety of the Association conducting class work is the general center of difficulty, so we choose as our general topic, Why should the Y M C A conduct educational classes?

Now we ask, just where do the men on our staff have difficulty with this question? Where do they have trouble? We are not entirely sure, so we will raise questions that have previously troubled young secretaries, find the real "hot spot," and follow the lead of the discussion. Perhaps in personal conversation in advance of the class hour we can locate these difficulties exactly. We decide that the following questions are vital to the group:

What needs do Y M C A educational classes meet in men's lives?

Why should we not leave this work to the public night schools and correspondence schools?

What relation has educational work to our central religious and character-building objective?

c. Third step: Secure and consider suggestions and data bearing upon the problem

We decide that the following points at least should be considered:

Large percentage of young men with no education beyond the seventh grade; quit school at fourteen. The War revealed gross ignorance.

General lack of vocational education. Public schools do not provide it.

Ambitions of young men to advance and limited opportunities of education for employed boys and men.

Lack of a character-building basis in schools run for private gain.

The Y M C A ideal of fourfold manhood.

Occupation of leisure hours to advantage.

Opportunity for fine religious work with men.

d. Fourth step: Adoption of a proposed solution of the problem

This must have a "therefore" relation to the considerations examined under the third step. Harrison Elliott calls this step "the big idea." In large issues, it is dignified by the term hypothesis, or theory. It is our proposed solution. In our preparatory thinking through of the problem, we now decide upon this as our answer:

In view of the points we have considered, the Y M C A should conduct educational classes for men and boys. It should be largely of a vocational nature, and come during the leisure hours of those concerned.

While this is our present conclusion, the class after considering the data presented in the discussion by the various members of the group may reach a different one, or may divide

into two groups. Or the class may wish to study further before reaching a conclusion. Whatever the conclusion is, let the group reach it without compulsion other than that of facts.

e. Fifth step: Resulting action, or application

If the discussion is valuable just to the extent that it modifies conduct, results in action, our discussion should close with consideration of the things that should be done as a result of the data we have considered. Such action might be:

A study of the educational or vocational needs of a certain group of men or boys.

Interviews to enlist certain men or boys in classes related to their known needs.

An investigation of what other night schools or correspondence schools are doing in the city, in order to locate needs poorly met, or not met at all.

Reading references bearing on problems of Association educational work revealed by the discussion.

f. Sixth step: Finding a point of contact

This is the last step in our preparation for the discussion, but naturally the first point in the discussion itself. We ask ourselves, what in the recent or present experience of at least some of the group can be used as a vivid introduction to the topic for the day's discussion? Two suggestions occur to us.

The public night school has just issued some good advertising matter and some of our staff are concerned as to its effect upon our Association educational classes.

Or

Educational classes open two weeks from today and the enrolling of students must be pushed.

Of these two, we decide to use the former.

We now have before us the materials for a class period. It could be used as the outline for a lecture. We prefer to use it as the basis of a discussion. Therefore our next step is to frame questions that will start a discussion of each of the points we have decided to present for consideration. This process yields such an outline as this:

Lesson Outline or Plan

Point of contact

You open by showing the men the new public night school advertisements, and ask, How many of you have seen this advertisement? What effect will this public school effort have upon the Association educational classes?

What shall be our attitude toward it?

Transition question

What needs in the lives of men and boys does the public night school work meet?

Locating the problem

What needs does the Association night school work meet?

To what extent should we compete with other agencies? Why?

What relation has our educational work to our central religious and character-building objective?

Suggestions for consideration

What did the War reveal as to illiteracy among American men?

What percentage of young men and boys have had no schooling beyond the seventh grade?

What special preparation have they had for their present or any vocation?

How much character-building effort is made by local schools run for private gain?

To what extent are young men ambitious to advance in life?

What relation has education to advancement?

What relation has the use of leisure hours to education? To advancement? To character?

How successfully can the Y M C A relate the use of leisure hours to education? To advancement? To character?

Tentative conclusion: Summing up question.

What sort of educational classes, if any, should the Y M C A conduct?

Resulting action

What group should we study to discover their educational needs?

Whom shall we undertake to enlist in educational classes?

What educational needs of boys and men are at present inadequately met?

What can we read to help us understand and do this work better?

Summary of results

At the close of the discussion, the leader should seek to lead the men to sum up their conclusions in an analysis, which the leader writes on the board. This clarifies thinking and makes good provision for note-taking. Such summaries help organize the results of the discussion and reveal to the student that it has arrived somewhere and not just ended in the air. Study the art of clear and effective summary.

3. Breaking the Problem Open

After the topic for discussion has been decided upon and before he prepares his outline, the leader must examine it minutely to see all its angles, phases, and implications, especially through the eyes of his group. See 2 a and b above. It has been found helpful to take a sheet of paper and write down suggestions and ideas under four heads, or questions. Write one of each of these questions at the head of a sheet of paper and proceed to break open the topic with their aid. The questions suggested are:

1. Why are these students interested in this particular problem?
2. What decisions do they have to make in relation to it? What are the issues involved?
3. Where do they have difficulties?
4. Where do they need help?

Be sure to find the forks in the road where the men have to make decisions, and see that these issues are thought through. Do not be afraid to bring out diversity of opinion. If you are going to have a group *discussion,* rather than a recitation, you must find *issues,* for it is only around places where opinion divides that you can have real live discussion. The *problems* lie at these points, and your chief educational aim is to see that the students acquire skill in methods of attacking and solving problems.

This preparation will require time, perhaps as much as two hours for each class meeting. It is time well spent. Plan for it in advance, set aside and schedule these periods of preparation, having them come a day or two in advance of the class

meeting. Just before the meeting review your preparation, going over all your notes, both the preparatory material and your final list of questions. Do not expect to be able to use all the material you prepare, or unload all you know. Have a reserve fund.

CHAPTER IV

CLASS-ROOM WORK (*Continued*)

ANALYSIS

III. Some Elements of Problem Teaching (*Continued*)
   4. The use of questions
      a. Kinds of questions
      b. Qualities of good questions
      c. Suggestions
   5. When and how to lecture
   6. Assigning the next lesson
   7. Reviews
   8. Class-room methods
   9. Examinations

IV. The Student's Work in Preparation

V. The Course of Study
   1. The class year
   2. Courses
      a. First year
      b. Second year
      c. Advanced year
   3. Special considerations
   4. Methods discussions
   5. Other uses of the problem method

VI. References on the Discussion Method

III. Some Elements of Problem Teaching (*Continued*)

4. The Use of Questions

During the War our soldiers in France became familiar with two kinds of shells. The first kind came over, went into the ground, and lay there inert. It had all the appearance and qualities of a shell, except that it did not explode when it was expected to by both the sender and the receiving parties. These shells that failed to go off were called "duds." The other kind came over, went into the ground, exploded, and threw the earth

up all around. Questions are just like shells. Some come over into the class and are expected by both teacher and students to explode, but nothing happens. All is silent and unrealized expectation. Such questions are "duds." The other kind either produce an instant response from one or more students, or start lines of thought which quickly result in a general desire to reply. This kind go off. They stir the gray matter; the effect upon the class is like a live shell going off in the loose earth.

How can one make sure that his questions will go off, and not just lie inert? The matter is one of large importance, for good questioning is the very heart and center of the discussion method. As Charters says, "To question well is the highest achievement of the teacher." Is it a gift, or can this skill be acquired? The latter, most decidedly.

Let us first look at a variety of questions and pick out the kind that explode when they hit the class.

a. Kinds of questions

(1) Development or discussional questions

This sort of questions center thought about a problem and progressively lead to a locating of difficulties, gathering of data, weighing of these suggestions, and a conclusion. They "are framed in relation to a developing line of thought," lead to an end, start somewhere, and arrive. The series of questions about Y M C A membership on page 58 are of this sort. The "what" questions set the problem and gather data. The "to what extent," "how," "how far," "your opinion" questions provoke evaluations of it and discussion, bring out points of view, stimulate thought. "Why" questions do the same. The "would" questions test the conclusion reached by the class. These are typical discussional questions; this order, however, is not a set formula to be followed. Other phrasing is possible.

To secure a discussion, questions must raise or reveal an issue, define a problem, and center thought on difficulties with a view to finding a solution, a way out. They may require analysis of something. They call for evaluation of suggestions, and require the exercise of judgment. At times they propose comparisons. They are a teacher's greatest tool.

(2) Test questions

These depend largely upon the student's memory of what he has read or done. They are the teacher's means of finding out if assignments have been read and understood. Where they are used, they should be phrased so as to lead a student to recite upon a whole topic, and not merely yield one statement at a time. There is little place for this sort of question in a discussion group; its proper use is in the recitation method.

(3) Factual questions

These stand lowest in the educational scale, if indeed they stand in it at all. Who organized the Y M C A? What convention adopted the evangelical test? Such questions are valueless. They do not stimulate thinking apart from simple memory, and the student does not grow in answering them. What we want is the fact *plus the student's interpretation of it,* his personal thought about it. On this basis the above questions might better be: Why was such an organization as the Y M C A needed by the group that organized it? What is your opinion as to the wisdom of adopting the evangelical test? On what do you base it? The first requires analysis of a situation, and the second a judgment. Both are valuable mental processes, with educational value.

(4) Yes-or-no questions

These are beyond the pale. Condemned in every court, they still stalk in our midst. The student guesses if he does not know, and it is fifty-fifty that he will be correct. Or it may be a dead certainty. The Y M C A was organized by George Williams, was it not? There is a simple device by which one can save the situation when he has inadvertently asked a yes-or-no question. After the answer ask "Why," or "Why do you think so?"

There *are* times when you want the student to say yes or no. These, however, are occasions when your aim is a *decision,* not a recitation or a discussion. But you cannot get a discussion by using yes-or-no questions. When a student answers, his answer ends thought; and the object of educational questions is to get a lot of thought.

b. Qualities of good questions

(1) They should stimulate thought. Measure your questions by the amount and quality of thinking they secure.

(2) They should open up a topic, not just get a fact.

(3) They should present an issue leading to discussion by all in the group, "start something" in the class.

(4) Where real good questions are used, this discussion will continue after the class has been dismissed, groups of two and three getting into animated conversation.

(5) They direct along a path to a conclusion.

(6) They should be single-barreled, containing only one idea. "Is the Y M C A a good thing for boys, or is the Boy Scouts better?" combines this double-barreled quality with the yes-or-no in addition. Both ideas are worth presenting, but they should be presented as two questions, and in different form, perhaps beginning with "why."

(7) They should be simple, short, clear, and easily understood.

(8) They should hook into the experience or reading or ability of the student.

(9) They must not indicate the answer.

(10) Some, but only a few, may be asked to reveal to a student his areas of ignorance.

(11) Let them be interesting. Odd or exaggerated questions may attract temporary attention; to be vitally interesting they should relate to the needs and experiences of the members of the group.

c. Suggestions

(1) Once the discussion is started, questions should proceed from the students as well as from the teacher, and from students to each other. Encourage students to answer their own questions, but answer some yourself.

(2) Ask your question with your eyes moving about over the class, then designate the person who is to answer it. This keeps the whole class alert and thinking.

(3) Do not ask too many questions. Rapid fire is not productive of thought. But you can reduce the number to not over

twenty or twenty-five only by carefully considering the quality of the questions to be asked.

(4) When you ask a student a question, give him time to think out his answer and say it properly. Do not interrupt, become impatient, or allow others to cut in as long as he is making progress and shows signs of getting somewhere. Encourage the use of well constructed sentences, spoken so all can hear.

(5) Follow the lead of the students' questioning rather than your own outline, if their questions develop the topic.

(6) Your best questions will be those based upon good organization of material, thought out in advance, and all written out. Do not rely upon spontaneous combustion to produce good questions.

(7) Prepare a question outline. It will consist of main questions with probing questions as subs, to be used in case the main question does not bring out the material you are seeking. Here is an illustration of a main and several probing questions.

1. Why was an organization such as the Y M C A needed in London in the forties? If the response is not full and satisfactory, ask,

a. What harmful social evils existed?

b. What were the living conditions of clerks?

c. What provision did the Church make for young people's interests?

(8) Not all things can be brought out in response to questions. There is no use trying to pump water out of an empty cistern. Some things you will have to tell, which leads us to our next topic.

5. *When and How to Lecture*

With fear and trembling lest in granting an inch an ell—that's forty-five inches—be taken, we admit that there is a real, even a helpful, place for lecturing. Not a big place, however; just a little one. There are at least eleven different times when short lectures or talking periods are genuinely valuable. (But do not have them all occur in the same forty-five minute

period. That is taking an ell!) The basis of legitimate lecturing is found in the fact that there are some units of subject-matter that simply cannot be pumped out of a class that does not possess them. Those units, however, are much fewer in number than many teachers suppose.

a. When to lecture. Use brief lecture periods

(1) To introduce new material not accessible to the group in private study, or that is needed at once before the discussion can proceed efficiently. This material may be the result of the personal research or the experience of the leader.

(2) At the opening of the class period, to present a situation involving a problem the solution of which is to be worked out by the group; to set the problem, as some say.

(3) To present a fact or theory upon which the leader wishes the class to reach an opinion.

(4) To explain matter not understood, an understanding of which may not well be postponed.

(5) To save the time of students in getting some needed and not easily secured data, the finding and reading of which would consume a wasteful amount of time.

(6) To sum up a period or part of a period.

(7) When a preview of a course is needed in order to see the setting of a single unit or period.

(8) To arouse enthusiasm, to secure appreciation of some situation or subject-matter, to stir emotion.

(9) To interpret something, show its significance and meaning.

(10) To present a good illustration.

(11) To assign a lesson.

b. How to lecture

(1) In short periods, two to five minutes, with discussion in between and occupying most of the time.

(2) Through a student who presents an oral report based on analytical notes.

(3) Follow a clear analysis, which you place on the board if possible, to make the points stand out.

(4) Use the simplest possible language and terms.

(5) Not dogmatically, as settling the whole matter.

(6) So as to initiate, not end, thought.

(7) Introduce only vital matter, not merely erudite or interesting facts. Admit only such matter as furthers the discussion and is needed by the students in solving the vital problems before the class.

c. Why not more?

(1) There is danger of telling what can be learned better by other methods.

(2) In the opinion of many educational investigators, and for reasons easily proved, the lecture method has been demonstrated to be the poorest of all teaching methods. Why use such a poor tool? It simply does not "deliver."

6. Assigning the Next Lesson

The acid test of good teaching, says Professor Kilpatrick, "is to leave the student with a desire to know more." A teacher may insure that his work will meet this test by acquiring skill in lesson assignment. The psychology of continued interest is most operative where the assignment for the next lesson grows out of the day's discussion. At its close, a new problem has been sensed, and the students desire data to help in its solution. They want more information. The lesson assignment, therefore, sets the problem and tells where to find materials bearing upon it. Such an assignment is naturally made at the end of the lesson. It should be given time commensurate with its importance. A fifth of the class period is not too much. Where the next lesson begins a new topic, however, the assignment might just as well be made at the beginning of the class hour.

Three degrees of skill are revealed in the making of lesson assignments.

a. The lowest order of skill is revealed when the teacher says, "For tomorrow take the next ten pages." This is the classic illustration of the way not to do it.

b. It is good practice to take five or more minutes at the end of the class period and state clearly the ground you want cov-

ered, the reading to be done. Then indicate the points to be especially observed, the matter that is of little importance, difficulties that may be encountered, and the way to approach and study the lesson. Then give a minute to see if the students have understood.

c. The best assignments use the problem approach. The problem has arisen out of the group discussion. Perhaps the leader anticipated it and is ready with directions to new material on the subject. He tells what to read, whom to interview, upon what questions to think and read. The students then regard the new lesson not as a task imposed by the teacher, but as aids the teacher has given them in solving a problem in which they are interested. It makes all the difference in the world.

The leader may have to look up his references after the class hour, not having been able to see where the class would come out and so prepare his assignment in advance. In this case he writes it out and posts it where all can see it, in time to make preparation for the next meeting.

In either case it consists of three units: first, the topic, stated in problem form; second, questions which open up the topic and direct investigation; third, a list of references, with the pages to be read.

There is another form of assignment, called a project assignment. It consists in things to do, and questions bearing upon these things. For instance, in a class studying Y M C A membership methods, the next lesson might be the preparing of advertising material, a soliciting letter, or it might be an effort to secure older men on a service basis. The lesson on membership given earlier in this chapter ended with this sort of project assignment. It is very good pedagogy as well as highly practical from the point of view of training men in working methods. These assignments also illustrate that at times each member of the class will have a different reading or task upon which he is to report.

Those who wish to make a full study of lesson assignments should read "Supervised Study," by Professor Hall-Quest of

Cincinnati University. It will suggest some interesting experiments and new ways of using a class period.

7. Reviews

What part do reviews play in the discussion method of teaching? The best review is the actual use in today's discussion of results secured or conclusions reached in previous meetings, used to help solve today's problem. Ground gained in the process we have here set forth is more securely held than that covered in lecture or recitation methods; and the materials for this course being the kind that the student actually can and does and wants to use, their permanent possession is more assured. A meeting should occasionally be devoted to gathering up the results of previous meetings, and together working out an analysis or outline of the subject. Such a meeting naturally would come at the end of a whole topic.

Charters's short discussion beginning on page 355 of his "Methods of Teaching" is one of the best references. This is one of the most helpful books published on the problem method of teaching. Get it.

8. Class-Room Methods

Vary and enrich your class-room work by the use of some of the generally accepted teaching devices.

a. Blackboards

Successful teaching can sometimes be done without the use of blackboards, but it is a shame to try it when blackboards add so much to the certainty of securing results. The eye becomes the ally of the ear in the learning process, and visual memory reenforces that of sounds. Conciseness and clarity of thought and statement are secured through the necessity of writing and of economy of space. Analyses and outlines fasten themselves in the mind. Diagrams indicate relations and often make abstract ideas easily understood.

There are blackboards and blackboards, and most of those met in our American Associations are of a poor sort. Nash-

ville (Tenn.) stands out in memory as an oasis in a desert because of its splendid folding blackboard, making twenty-four writing surfaces available within a few yards of space. No Association is well equipped unless it has ample blackboard space, both stationary and portable—a rich asset not only in class-room work but in forums, committee and directors' meetings, and for use in all sorts of talks to groups.

Sometimes all the period, sometimes only a few minutes will be spent at the board. Vary your method.

b. Class arrangement

Meet around a table large enough for each man to have table room. This limits classes to perhaps a dozen, but few Associations have occasion for larger ones, as a large staff naturally divides into several groups, such as new men, second year men, and advanced men. Have the least possible number of men face the light. It is annoying, tires the eyes, and makes men sleepy.

See that temperature and ventilation are regulated so as to make all men comfortable. It is hard to do good mental work in a chilly or stuffy room. Use good chairs, so as to make the students physically comfortable. Avoid folding camp-chairs, for not one in a thousand can be sat upon in comfort for an hour. Let the room be arranged in a neat and orderly fashion, with unnecessary or broken chairs removed. A disorderly room begets a disorderly mind.

c. Accessories

Comprehension and visual memory are both greatly aided by the use of objects brought into class. Pictures of Association buildings under discussion, photographs of leaders, copies of books referred to, samples of printed matter bearing on the topic, maps, charts, graphs, diagrams, and models, add to the interest of the period and give variety to the meetings as well as serve a genuine educational end. Take time to pass these around and talk about them in relevant discussion. Do not proceed with other matter while an object is being circulated among the group. Only one thing can be central in attention at a time, and it will usually be the object and not

the new topic you have taken up. Both are worth while, so give separate time to each.

d. Attitude

The attitude of the successful group leader is always one of appreciation and encouragement. To ridicule or make light of a student's serious contribution is greatly to retard his progress, possibly to discourage him altogether.

Enthusiasm is another essential. What does not arouse your own enthusiasm is not likely to interest your group deeply.

In addition to appreciation and enthusiasm, the virtues of attitude, according to the Ohio State School Survey, are sympathy, cooperation, stimulation, even temper, reasonableness, tolerance, dignity, courtesy, firmness, tact, resourcefulness, and quickness to react. The vices are suppression, antagonism, harshness, laxity, irritability, unreasonableness, intolerance, rudeness, weakness, nagging, noise, disorder, dependence, blundering, and lack of dignity.

e. Faults

Some of the most common faults in class-room method are: delay due to students arriving late, lack of promptness in beginning the lesson, waste of time in calling the roll, low and indistinct speech on the part of teacher or pupil, cross-conversation apart from the main discussion, unprepared blackboards and chalk, room not previously arranged and dusted, books and exhibit objects not well arranged or forgotten, telephone and other interruptions. Every one of these should be guarded against. Class-room work is of high importance, the time is brief, and nothing must be allowed to impede progress or reduce the efficiency of instruction.

9. Examinations

The best examination is a *use*. Knowledge is a tool, and the best test of the possession of skill with the tool is some piece of work done involving its use. A project examination is the best examination. What a man may write about a saw is no indication of skill as a carpenter. Can he use the saw? Then he passes our test.

Your students have studied sections of Association history, used it in solving problems. Can they now use this history in some profitable way? The examination used by Mr. Urice at Silver Bay, printed as Appendix B, is a project examination. Had he given this test in a local Association, it would have been made even more a *use* of material than it is. Use is used here in contrast with memory. A man may remember the Paris Basis but have no idea as to how to use it in determining Association policies. He may remember certain instructions as to how to get members, but not be able to get them. Therefore, let your tests be *doing—use* tests, not merely memory stunts. The Association secretaryship is a vocation; skill in it is measured by achievement, and the best vocational examination is participation in the vocation. Skill in use, not facility in memorizing, is what we test for.

IV. The Student's Work in Preparation

This will be more fully dealt with in Chapter VI, "Reading and Study." This, however, is the proper place for a few specific suggestions.

1. The general secretary should provide special time for it, and such preparation should be as much the duty of the young secretary as serving behind the lobby counter. The scheduling of time for study will lend class-room work a degree of standing nothing else can give it. Just how much time should be so scheduled the staff should decide in conference. Perhaps the collegiate standard of two hours' preparation for one hour of recitation may obtain here as well.

2. His reading and study should have as its aim not the covering or mere understanding of certain pages, but the gathering of suggestions that will help solve a problem. This definiteness of aim gives all study real motive and also aids the student in knowing when his lesson is prepared.

3. Not all students need to do the same reading. The fact that different references yield different opinions sets the stage for real search for truth. The class period becomes a genuine discussion, a sifting, examining, and weighing.

4. A student's preparation should look toward a discussion of the assignments, not just reproduction of them. Send him to the reference with three or four questions, and let him present his report (oral) as answers to them.

5. A large corporation in Pittsburgh had a number of college men in training for executive positions. Their chief class period came Monday morning. Saturday morning these men met for what they called a "rehearsal class," when they went over together, without the teacher being present, the material they were to be questioned about on Monday. A similar group of college men in a New York bank had a round-table meeting at a convenient hour when they compared notes and exchanged experiences. Can our young secretaries-in-training adopt and use this idea?

6. Keep a good notebook, loose-leaf and of a convenient size. How much should go into it? A full outline of all discussions or lectures? As much as you are likely to use, and no more. Pages of notes are carefully taken and then carefully filed and forgotten. The summer schools are places of prolific note-taking. Are the notes reread and used? If so, they are worth while; otherwise, not. College men take a great many notes, in anticipation of an examination on what the lecturer said. A functional taking of notes, notes taken in anticipation of using that material in real life, is the kind recommended for our secretaries. These should then be filed or grouped by subject. And notes taken on reading and private study may exceed in amount the notes taken in class. Group discussion does not readily lend itself to note-taking, except during the summings-up. The group should exchange experience on this and work out a policy.

V. Course of Study

Our presentation of class-room work has thus far dealt largely with material in which are combined three or four bodies of matter frequently treated as separate subjects. The tendency of educational theory is away from the division of subject-matter and is in the direction of breaking up the content into life

situations instead of logical analyses. The procedure recommended here is an expression of this theory. The content of secretarial instruction has long been indicated by such divisions as Organization, Principles, History, and Methods. There is much to commend the newer method of relating the instruction to real life situations on the problem-project basis, in which any one lesson may draw its material from all four of these old logical divisions. Organization as such, methods as such, cease to be the line of cleavage. The project will frequently involve historical matter, the use of methods, the application of principles, and participation in organization. This makes these materials seem much more real and useful and takes them out of the realm of ornaments and theory. The new basis of organizing subject matter is psychological, whereas the older plan is best designated as logical.

The Association has not as yet had much experience with this approach, so detailed instructions cannot be given. Probably we cannot go the whole length at once, but shall have to work our way into it. The suggestions that follow indicate lines of work and study within the possibilities of most Associations of a staff of ten men, and many with but five or six on the staff.

Reread in connection with these sections, Chapter I, Chapter II, section III, and Chapter III, section III, 1; for general theory, Franklin Bobbitt's book, "The Curriculum."

1. The Class Year

Work on this basis is so practical and articulates so closely with the daily work of promoting the Association program that it should begin with the resumption of activity in September and continue until the first of June.

The Secretarial Class, as it is sometimes called, may well meet three times a week for fifty or sixty minutes, preferably in the morning, say at nine o'clock. Where all the staff are employed in one building, the plan of meeting Tuesday, Wednesday, and Friday, from nine to ten, has worked well. Where the group comes from many parts of the city and from

distant buildings, classes have been held from nine to twelve, as in Chicago and Brooklyn for instance. These three classes, one after the other, are not nearly so effective as the three classes on different mornings. Where the days indicated are used, Monday and Thursday are reserved for staff conferences. A plan for these is suggested in Chapter VII. The class takes the place of staff prayer meeting on those days.

The first year that work of this kind is done, the whole staff may profitably take the course. It represents a new approach. The experienced men should be present both to get and to give. The second year these men take a more advanced course, and all new men on the staff constitute the first year group. The third year and each year thereafter the men who have had the regular second year's work plan a course for the season. It will be different each year.

The following plan is suggested as one way of doing it.

2. Courses

a. First year

Tuesday, 9 to 10 a. m. Elementary projects in Association work, growing in difficulty during the year. The class period is used for discussion of problems encountered. The course includes projects and problems in most of the usual Association departments. The general secretary will usually be the teacher, as only he can assign the men real projects. In a metropolitan center, a branch executive may be chosen leader. The work will be most effectively done when each branch has its own class.

Wednesday, 9 to 10 a. m. Bible study. A high-grade class in which the Bible, methods of teaching the Bible, and uses of Bible material are all considered. It may be taught by a member of the staff or some local resident apart from the staff. It should not be a series of lectures *about* the Bible, but should be group study *of* the Bible. For first-year work, use the gospels. Sharman's new course, "Jesus in the Records," is excellent for this purpose. Bosworth's "Studies in the Life of Jesus Christ," is another good course. The aim of this class is

to get a student's grasp of the materials. It will be devotional and inspirational as a by-product.

Friday, 9 to 10 a. m. Same as Tuesday.

b. Second year

Tuesday, 9 to 10 a. m. Advanced Association projects and problems. Perhaps this year's work will introduce more of the problems of the executive, efficiency principles, departmental responsibility, and more business administration and promotion. All these things will be studied in their relation to projects, however, and not as separate bodies of subject-matter. Let the men gradually acquire knowledge of and skill in using efficiency principles week by week, rather than learn about them as a segregated fund of knowledge.

Wednesday, 9 to 10 a. m. Bible class. In some Associations the whole staff will want to be together for this Bible class, instead of dividing into groups by years. Where this is the case, it might be well to study the gospels the first year, the Acts and Epistles the second, and the Old Testament the third. Hutchins's new course, "The Religious Experience of Israel," is one of the best published.

Friday, 9 to 10 a. m. Problems of the modern city. This is a study of practical sociology, the constructive forces in city life with which we can and should cooperate, and the destructive forces we must count upon and combat. Among the former will be such subjects as city management (your own city), problems of city health and sanitation, housing, recreation, law-making and enforcement, education, and so forth. The course would include a study of local employment problems, labor problems, juvenile delinquency, prostitution, gambling, amusements, care of dependents and defectives, charity organization societies, settlements, present-day unrest, immigration, foreign groups, evening education, temperance, child welfare agencies, and the modern city church. The class would discover the problems, then the agencies working to solve them, then the relation of the Association to the same problem and agencies. It will be a full and profitable year, if the right leader is secured.

c. Advanced year

This group would meet twice a week at a convenient hour. It might not be possible to meet simultaneously with the younger groups, as these men may have to run the building while the others are in class. They would choose their own leader and themselves decide upon what subjects it would be most profitable to study. Here, too, correlation with practical work is a great aid and incentive.

Among subjects that it might be profitable to study may be mentioned advanced work in the problems of the modern city, business administration, theory of education, religious education, sociology, modern religious movements, movements and developments in the Orient, Latin America, or Europe, applied psychology, social psychology, personal evangelism, modern missions, fundamentals of Christian thought, vocational education or guidance, advertising, salesmanship, current events, phases of Association work, as rural, industrial, or community, Association tendencies, work for boys, and so on through a long list. Two courses might be followed simultaneously, meeting on different days.

3. Special Considerations

a. As to laymen

The mixing of laymen and the staff in a class that is designed to train secretaries has proved to be a failure and been generally discontinued. Hours suitable to the secretaries were not good hours for the laymen, and vice versa. Furthermore, the degree of interest and the point of view were so different as to make material of deep interest to secretaries uninteresting to the laymen. On the project and problem basis, the two will obviously work better as separate groups. Mixing the two groups is strongly advised against.

b. As to time

Long before you have reached this point in the chapter, you may have objected that this is too hard and takes too much time. As to the first objection, it is indeed not an easy matter; it will require study, acquisition of new skill, and, of

course, time and effort. It is so worth while, however, will so effectively attract and hold strong men for the staff, so increase each man's ability and output, so unify the staff and create enthusiasm in the work that it will prove worth all it costs and more. Then, too, twenty years' connection with the Young Men's Christian Association leads me to observe that it is not the habit of Association secretaries to back off from a good thing because it is hard. And finally, it is not as hard as it looks. Try it and you will see.

4. Methods Discussions

There is a way of treating lessons in such subjects as membership work, educational work, and similar method material that is so interesting to the group and educationally sound that it is presented here. It will help some men. Let us take membership work as a sample. This will be a development lesson rather than a group discussion, though there will be plenty of discussion.

A Series of Lessons on Membership Work

The leader goes to the board and asks, What are the tasks involved in getting and holding an Association membership? He writes on the board all the suggestions that come, cautioning the men to keep to large divisions, not minutiæ. After he sees that the subject has been fairly well covered, in say three or four minutes, with the help of the class he gathers the suggestions into the main divisions such as this:

1. Getting members.
2. Keeping membership records.
3. Assimilating members.
4. Securing renewals.
5. Utilizing and training them as committeemen.

Leader: Let us now examine the task of getting members. How are they secured?

Group contributions:

Personal solicitation.
Drop in to join.
Through advertisements.
By means of campaigns.
Brought in by friends.

Leader: Who does this personal soliciting?
Group contributions:
Secretaries.
Committeemen.
Directors.
Satisfied customers.
Leader: What secretaries should solicit members?
(Here you get a good discussion.)
Leader: What sort of advertisements are used?
Group contributions:
Booklets.
Letters.
Newspaper stories.
Newspaper advertisements.
Window cards.
Bulletins.
Leader: What characteristics make a booklet a success?
Leader: What gives a letter pulling power?

So the leader proceeds, taking each contribution, putting it on the board, analyzing it with the group, pushing farther into the subject, discussing disputed points, letting the group rule out poor suggestions, occasionally offering a suggestion himself, at times asking questions that reveal the weakness of some idea.

It is surprising what can be done with a group by this process. The total contribution is wonderfully worthy, full of good things, and every man has participated, thought, grown, searched for truth, solved problems, been interested, and very likely decided on some action. That makes it a pretty good educational process, does it not?

The last five minutes are used to assign a project to each member of the group, based on the things on the board—let us say membership advertising. They are real, not make-believe. They will be used, not just discussed in class. To a group of six, these might be assigned:

Draw up a 11 x 14 window-card to get members.
Write a letter soliciting a member.
Prepare a four-inch double column newspaper ad.
Write a newspaper story to attract members.
Design a poster for the bulletin-board.
Outline a leaflet, four pages, envelope size.

When the class meets for the next period, these projects are reported upon, discussed, and after modification, actually used. The leader plans the development of his lesson in advance so as to make his projects articulate with the tasks of the day. Obviously, this would be a timely lesson in early September.

After checking up on the projects, the outline is further developed, and, if it is advisable, new projects are assigned. So the course proceeds. The assignments after the second lesson might be study assignments instead of objective projects; they would bear upon some problem brought up in the class meeting. Can you use this plan?

5. *Other Uses of the Problem Method*

The plans developed at length in this chapter are not the only use of the problem method. The teaching of Association history in chronological order of events can be conducted along the lines recommended by M. E. Branom in "The Project Method in Education," pages 200 to 219, or by W. W. Charters in "Teaching the Common Branches," chapter 10, or by the simple use of the problem method worked out in Secretarial Bureau Bulletins number 4 and number 11, issued several years ago and mailed free to those asking for them by the Personnel Bureau, International Committee Y M C A, 347 Madison Ave., New York. Experience and conviction, however, lead to the recommendation of the method developed above.

VI. References on the Discussion Method

1. Methods of Teaching. W. W. Charters. Pages 215-217, 266-276, 296-313, 396-414. Splendid treatment of discussion, questioning, and assigning lessons.

2. The Project Method in Education. M. E. Branom. Pages 124-140, 145-170, 200-219. Very helpful material in relation to class-room method.

3. What Is Education? E. C. Moore. Pages 222-232. A section on the recitation, lecture, and development method.

4. The Method of the Recitation. C. A. & F. M. McMurry. Pages 118-189. A full treatment of the development method of

teaching, as compared with lecturing and hearing recitations from textbooks.

5. The Educative Process. W. C. Bagley. Pages 256-264. A chapter on teaching the student to arrive at his own conclusions.

6. How to Teach. Strayer & Norsworthy. Pages 200-218. A chapter on different types of class-room work, such as inductive and deductive lessons drill, recitations, and lectures.

7. The Pupil and the Teacher. L. A. Weigle. Pages 169-180. The various kinds of questions and how to ask questions.

8. Types of Teaching. L. B. Earhart. Pages 80-90. A chapter on how to make lesson assignments.

9. Democracy and Education. John Dewey. Pages 163-192. The relation of experience to thinking, and how to think scientifically.

10. How We Think. John Dewey. Pages 68-78. An analysis of what we do when we think.

11. Teaching by Projects. C. A. McMurry. Pages 222-224. The use of questions in teaching.

12. The Teaching of Bible Classes. E. F. See. Pages 156-172. (Association Press.) A discussion of the art of questioning.

13. The Leadership of Red Triangle Groups. H. S. Elliott. (Association Press.) A full discussion of how to conduct discussion groups, especially Bible study groups.

14. The Silver Bay Experiment. Jay A. Urice. (Association Press.) An account of a successful effort to apply the group-discussion method of teaching.

15. International Encyclopedia. Article "Pedagogy," Vol. 18, page 246. Read the section dealing with the different class-room methods.

16. The Question as a Measure of Efficiency in Instruction. Romiett Stevens. (Columbia University.) An investigation of the relation of the number and quality of questions to successful teaching.

CHAPTER V

COACHING: THE UNDERSTUDY RELATION

Analysis

I. Why Coaching Is Needed
   1. To supplement projects and class-room work
   2. Because of personal differences in men
   3. From the point of view of the general secretary
   4. Some secretaries

II. What Is the Coach's Part in Producing a Winning Team?
   1. Preparatory work
   2. Technical factors
   3. Physical factors
   4. Psychic factors
   5. The secretary as coach

III. Beginning on a New Man
   1. Inducting him into his work
   2. Conditions affecting work
      a. Circumstances and environment
      b. Temperament and training
   3. Things about which to coach men
      a. Office methods
      b. Departmental methods
      c. Staff
      d. Plant
      e. Activities
      f. Visitors
      g. The city
      h. Accessory talents
      i. Professional habits
      j. Personal condition
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      l. Attitude

IV. Spirit and Attitude

V. Whom to Coach and How
   1. The man who is "falling down"
   2. The man who is "making good"
   3. The understudy
      a. His place in the organization
      b. Ways of training an understudy
   4. Special coaching occasions
   5. The coaching question
   6. The happy medium

VI. Records

VII. Questions for Further Study

PROBLEM

What coaching by senior secretaries is necessary and helpful in the training process?

I. WHY COACHING IS NEEDED

1. To Supplement Projects and Class-Room Work

It is obvious that in the execution of projects the young secretary will find himself in situations for which his previous experience is not adequate preparation. For the successful culmination of any considerable enterprise, he will need preparatory coaching and personal attention at different times during its progress. Experience shows the value of this same careful individual coaching in minor tasks also, as well as in larger duties.

Class-room work also is inadequate to the training of men for success in the vocation. Recent years have witnessed a decreasing belief in the efficacy of the school room in fitting men for objective undertakings. "The benefit of class instruction is limited," says President E. C. Moore, "and the limits are quickly reached. Improvement can come only by the adoption of methods and opportunities for supplementing class instruction with work for individuals." One form of such supplementing is found in personal coaching.

2. Because of Personal Differences in Men

One seldom finds two men alike. The degree of intelligence

is different; response to the same suggestion differs; men approach and do their work in a variety of ways; help is needed at different points and in varying amounts. Each man on the staff has his personal peculiarities, and these require individual treatment. Personal coaching is the only sure process by which these diverse needs can be met. All this from the angle of the assistant.

3. From the Point of View of the General Secretary

a. He wants certain things done in a special way. Local experience has resulted in the standardization of certain processes, and, until a new way can be proved better, all men are expected to learn the accepted method. It is passed on through personal coaching.

b. In the course of his own career the general secretary has acquired knowledge of Association processes, points of view, and traditions—his share of the social heritage of the vocation. That this wealth may not be lost and pass away with his own going, the secretary wishes to transmit it to the younger men coming on to his staff. Much of this transmission is secured by personal coaching in connection with daily work.

c. The experienced secretary wants to save his juniors from repeating the costly errors of himself and others. He wishes to save the Association also. So he coaches.

d. He knows that coaching has a great deal to do with producing a winning team, to use a figure from athletics.

e. He knows it to be the heart of the understudy relation, to use one from big business.

f. He realizes that the process of coaching has the same value in training laymen that it has in training secretaries, and seeks to perfect himself in it.

g. He believes that his juniors will in turn use the processes used on them, and coach others.

h. He feels a sense of moral obligation to give this individual attention to his new associates.

i. There is a growing conviction in the brotherhood that a secretary must be more than a promoter, that he must be a

teacher and trainer of men—lay and employed. Much of this training work will be in the form of personal coaching.

4. Some Secretaries

It may be that some senior secretaries have not realized the nature and value of coaching as a means of getting work well done, or, realizing it, have done more or less of it, as most do, but have never made a real study of coaching and reduced it to an art.

For such, this chapter may contain a real idea. They may find in it a way of adding a new tool to their kit, an additional skill to their equipment.

There is practically no literature on the psychology or pedagogy of coaching. It is a good field for research. In the absence of helpful writing, let us go to the athletic field and study the man coaching a team.

A number of general secretaries, physical directors, and departmental men have been interviewed on this subject. Many of these men spoke both as athletes who had received coaching, and as secretaries who did coaching. Working together, we found the athletic analogy yielded much helpful suggestion. This composite answer to our question will repay mulling over.

II. What Is the Coach's Part in Producing a Winning Team?

1. Preparatory Work

a. He has scouts out looking for good material, and does some scouting himself. In the course of his experience he finds that certain ponds are "good fishing" and goes there again.

b. From the available material he selects the most likely prospects, with a view to next year's as well as this year's team. Some material he leaves where it is for a while and watches its development before deciding that he wants a certain man.

c. He knows he cannot "make a silk purse out of a sow's ear," that there is no use trying to polish a brick, that he can-

not clinch nails in a potato; so he is mighty careful in his selection of the men upon whom his energies are to be spent. He tries to pick winners.

d. He provides good equipment for his men to work with.

2. Technical Factors

a. He puts the men to work at once, giving them elementary tasks within the range of their ability.

b. He coaches the men on these tasks, giving them the fundamentals and the fine points as they are needed and the men are alert to receive them. As an expert, he supplies the technique of the game.

c. Each player is studied carefully, in order that both his personal characteristics and his special aptitudes may be discovered and understood.

d. He supplies constructive criticism based on this study, and directs each player's energies into the most profitable lines.

e. He analyzes the game, and arranges a sequence of instruction. He has a curriculum, as it were, a program of learning the game.

f. He knows the game himself, and is constantly on the alert to learn more.

g. He studies the technique of the coaching process, and the best way of overcoming difficulties in the way of making his team a successful one so far as his work as coach is concerned.

h. He devises plays, and encourages his men to undertake the same.

i. He has discussions of the game and its technique, illustrating and working out plays upon the blackboard, and helping each man to understand fully his own part in the game, the part of other players, and the game as a whole. Thus he combines work and theory, each based upon the other.

j. On the field he demonstrates some plays himself, making the process clear and setting a standard of performance.

k. He finds weak spots, and strengthens them either by supplementary coaching or by shifting a player. Some men he finds he has to drop from the team.

l. Certain positions have to be filled, so he looks for the men most likely to fill them well and directs their training toward that end. He knows the requirements of each position, and the kind of man most likely to make good in it.

m. On the field, he supervises the work of the men, keeps track of their progress, and notes their difficulties.

n. He knows he cannot turn out a winning team by carrying the ball himself, so he has other men carry the ball. On professional teams, where the coach is himself a player, he knows he cannot play the whole game himself, so he faithfully seeks to bring other men up to his own degree of skill. He knows better than to be a lone star.

o. Men vary in the things they can do well. The coach finds his material long on some things and short on others. In football, he may find his men are light but fast. He builds his game and style of play on this fact or condition, bases his plays on the players available. He also builds more or less around certain skilful players.

p. He teaches the technique of scoring, how and when to make the final effort that makes all the previous work of some avail.

q. In consultation with the men, he decides upon which are the major and the minor games, and plans their work accordingly.

r. He supplements himself, choosing assistant coaches for special service, and has the older men coach the newer ones.

s. He knows that general or specific instruction to the group as a whole will not suffice, and gives each man all the individual instruction he needs.

3. Physical Factors

a. The wise coach looks carefully into the physical condition of his players, cautioning them against things he knows reduce effectiveness.

b. He gives suggestions—even makes rules—as to eating, sleeping, and other physical factors. The man who goes contrary to these is recognized by all as jeopardizing the success

of the team, and the group works with the coach to enforce provisions demonstrated to be wise.

c. Symptoms of over-work are watched for, and measures taken to relieve the strain.

4. Psychic Factors

a. The coach develops the right attitude of mind toward practice, training, the game, team-mates, etc.

b. He seeks to create incentive, enthusiasm, inspiration, belief in the game, and loyalty.

c. He wins the men's confidence in himself, by his skill, his interest in them, and his personal character. Inspiring loyalty, he is in turn loyal—to the men, the game, the institution employing him. He both is loyal to and believes in his men.

d. He has high ideals as to the quality of his own work.

e. He commends good work.

f. *Esprit de corps* and team play being vital to the game, he endeavors to create and maintain them. With larger liberty, he yet shares the hardships of the men, asks nothing he is not willing to do himself, preaches and practices self-subordination to the group interest.

5. The Secretary as Coach

If this analysis of the work of the coach is correct, and coaching is part of the secretarial task, a duty quite like that of the man in athletics, the responsibility this analogy lays upon the secretary is no light one. Indeed, the above is scarcely a full measure of it, for the task of the secretary is just as much harder and more exacting as his goal is more significant and vital than that of the athletic coach. Each duty of the coach implies a more serious one for the head of the Association staff, an obligation more sacred.

With no disrespect for the coach, we may say that his prime interest is in winning games. The secretary must win games also, but in addition he must train men for their life's occupation, and prepare future leaders for the Association movement. Then, too, coaching is the coach's way of making a liv-

ing, of serving a college, or at most of improving somewhat the quality of men. Coaching is the secretary's way of extending the Kingdom of God.

There are other differences. With the secretary, there are no seasons; the task is continuous. The task is also more varied, and more kinds of ability are required. The secretary is himself a player in the game. Losses in this game mean more than losses in athletics. The characters of the men and boys of a city are involved. The Association objective is more complex, just as it is more vital, and results are more difficult to measure as well as more difficult to produce. They are more mental and spiritual, less physical, slower, perhaps, as well as more difficult to obtain.

The secretary works under five disadvantages. He has many other duties, he has no substitutes to fall back upon, he has less material from which to choose, it is harder for him to dispose of poor material, and he cannot be so constantly on a man's trail during practice and the game.

On the other hand, all the incentives and power of a great cause and motive are with the secretary; he is a partner with God himself in this enterprise.

III. Beginning on a New Man

1. Inducting Him into His Work

With the parallel of the athletic coach in mind, let us see how a general secretary should begin work on a new man. He might proceed as follows:

a. Assign the new man definite work at the very beginning. Find out what he has done previously, and use these things as a basis, if possible.

b. Instruct him in the simple tasks of his position, have him perform them in your presence, and observe his performance.

c. Correct his faults and errors in a kindly way. Help him to realize and understand these places of least efficiency, but do not rub it in.

d. Express appreciation of that part of his work which is well done. Recognize ability.

e. Do not let him overdo during these early days, or later.

f. By varying his tasks, by study and observation, discover his strong and weak points, his personal qualifications. Build on his "longs," and coach him on his "shorts."

g. See that he understands the reasons for certain methods of doing work, the advantages and disadvantages of different ways, so that he becomes personally committed to them and is not merely mechanically obeying orders, like the Irishman who tapped the car wheels but did not know that he was doing it so he could by the sound discover cracked ones.

h. Use certain tasks as a point of contact in introducing a discussion of fundamental principles, and bring in historical matter where it helps to solve the problem or to understand it.

i. Gradually add to his responsibilities, with the necessary coaching as to new duties. Put more stress upon why than upon how, so as to give him a chance to use initiative in developing method, or to improve a process already in use.

j. Demonstrate certain processes, such as the way you want the 'phone answered, how to show a guest over the building, how to inspect the plant, etc.

k. See that he understands the technique of each task, such as recording cash receipts, taking membership applications, and checking laundry in and out.

l. Require a reasonably good standard of performance, but let him understand he is not expected to be a star the first week. Failure in certain things, however, should not be lightly passed over.

m. Encourage him to ask questions where he does not understand; expect the whole staff to be ready to help new men find themselves.

n. Let these coaching contacts be frequent in the beginning.

o. Let your coaching be constructive rather than critical, so far as possible. "Do" helps more than "don't."

p. Show him the importance of his task as a contribution to the whole scheme of the Association. Make him feel worth while.

q. Secure his confidence, respect, and friendship.

r. Have a sequence of tasks for him, a curriculum based on an analysis of his position.

s. Relate some of your group discussions to the needs you discover in your coaching.

t. Teach him to carry each undertaking to its proper completion, to "score."

2. Conditions Affecting Work

There are certain conditions which so vitally affect the way in which men work that the secretary, in his individual coaching of men, must give careful attention to them. They will considerably modify what he will say and do under exactly the same superficial circumstances. These modifiers come under the head of circumstances and present environment on one hand, and temperament and training on the other.

a. Circumstances and environment

Before a man is reproved or censured in private coaching, let the senior secretary discover the circumstances affecting his work. His physical condition may be such that good work is simply out of the question. Perhaps he is getting insufficient sleep, due to a noisy room, a sick wife or child, or ill health. His stomach may be out of order, due to too great economy in eating or the reverse, or to the difficulty of getting a good eating place, or to too great haste in eating. Some permanent illness may have hold of him, reducing his vitality. Or he may be overworked and need chiefly lightening of the load. Change from an athletic college life to office work may be a conditioning circumstance.

Other men are seriously depressed by home conditions, a petulant or sick wife, or one out of sympathy with her husband's choice of vocation or location. Her discontent or jealousy of others may greatly reduce her husband's working efficiency. Or she may be making demands upon him at home that deprive him of opportunities for rest, recreation, or study. He may have to do the washing and ironing.

The whole matter of the staff's home situation and physical condition must be kept in mind if coaching is to be helpful,

sympathetic, or effective. Financial and other matters causing worry must also be taken into account. They must first be known, and such information comes only to men of kindly interest.

b. Temperament and training

Not all men respond alike to the same suggestion, nor are all to be treated in just the same way. Individual differences in temperament and training must be allowed for. Disposition is a determining factor; this must be discovered and sails set accordingly. The sensitive man and the more hardy one are not to be dealt with just alike.

Professor Hall-Quest, during a long experience in coaching students, has found the following types. We have all of them in the secretaryship:

The timid pupil—easily misjudged; hesitates to assert his rights.

The overconfident pupil—likes to be prominent; may resent explanations.

The impulsive pupil—sees things at once, but superficially.

The careless pupil—unreliable in details.

The industrious but not brilliant pupil—deserves recognition.

The brilliant but lazy pupil—should be warned.

The all-round pupil—can and does learn easily.

The resentful pupil—low marks or criticism offend him.

The indifferent pupil—an enigma often; hard to arouse; seek for his chief interest.

The artistic pupil—very neat.

The social pupil—prefers clubs and social life in general.

Professor Bagley, quoted by Professor Hall-Quest in "Supervised Study," p. 58, classifies pupils into eight groups, the first six of which at least we have to deal with on our staff; for the pupil grows up and enters Association work. These are: (a) The stubborn pupil; (b) the haughty pupil; (c) the self-complacent pupil; (d) the irresponsible pupil; (e) the morose pupil; (f) the hypersensitive pupil; (g) the deceitful pupil; (h) the vicious pupil.

Finally, we must take account of a man's training, and expect

much or little on only a fair basis. His past experience and home and school training produce conditions easily understood in the light of knowledge of them, and these enter into the decision as to how to deal with that member of the staff in the coaching relation.

3. Things about Which to Coach Men

The secretary who decides to make coaching a genuine teaching process will analyze the secretarial task to find the places at which coaching is likely to be necessary. He will prepare a sort of curriculum or course of coaching, and check off the different matters as they are attended to. It will generally be most helpful if it comes in connection with a piece of work actually in hand. This is not always possible, so some of the coaching periods, long or short, will be deliberately introduced at appropriate times apart from a related task. The list in Chapter I will be of some assistance. The spheres in which coaching is found to be helpful may be studied under the following outline:

a. Office methods: Some Associations have written standard practice instruction sheets describing how certain pieces of work are to be done. These would, of course, be given to the new man to read. He will need coaching along with them. Checking the cash, answering the 'phone, assorting mail—a large number of these minor duties are best done in a certain way. Discover it and coach the new men in it.

The attitude of the office man also needs attention. He must not only do his routine work accurately and faithfully, but he must be alert to greet people coming to the counter either on business or to visit socially. The spirit in which counter service is to be performed needs to be definitely taught. Few assistants in the front office do this work well. The Association is not as successful in greeting people as is the average hotel or the United Cigar Stores. Here is a sphere for careful coaching. The hotel and the cigar store clerks are taught how to meet the public.

b. Departmental methods: Here is an important place for

careful analysis of the whole sphere of work, decision as to how things should be done until better methods appear, and coaching of new men in the present approved process. All the departments—physical, educational, religious, social, and such divisions of the work as boys, dormitory, membership, thrift, and so forth—should have their technique passed on in this personal manner. This includes both details and policies.

c. Staff: Certain facts and peculiarities about the members of the staff should be given the new man, so that he may quickly enter into an understanding sympathy with all the older men. He should be coached on his attitude to his fellow-workers, an attitude of respect and cooperation, and this spirit should be extended to include the humblest janitorial help. A secretary once said, "I expect to treat the president and the janitor on exactly the same basis; on the basis that I am a gentleman."

d. Plant: There are a number of things about the plant the new man should know: Its size, cost and age. Where different rooms are located, and what each room is for. Where things are kept. How to regulate the temperature, ventilation, and lights. Janitorial responsibilities. What to do in emergencies. Cleaning processes.

e. Activities: The new man must be quickly equipped to answer questions about activities, regular and special; facts about dates, prices, schedules, and persons must be given him, with coaching as to ways in which he can cooperate. To be of real assistance in making things go, membership for instance, he must be coached in salesmanship.

f. Visitors: The Association man who can receive and entertain visitors is a joy forever, if not a thing of beauty. Let his preparation for this important service include coaching in how to meet people, how to show them over the building in an entertaining way, and how to practice the art of social conversation—finding the subjects that interest the guests and talking about them.

g. The city: Show the new man a map of the city, take him to different parts of it, explaining the different sections, streets,

buildings, churches, schools, and institutions, so that he in turn can use this information in his work. Tell him about the important and interesting personalities, and have him meet some of them. Coach him on local interests, industries, traditions, and history. It will add greatly to his interest in his work and increase his effectiveness as a worker.

h. Accessory talents: See that he is coached on such work as public speaking, letter writing, salesmanship, and advertising.

i. Professional habits: Coaching here should include the cultivation of promptness, neatness, courtesy, system, accuracy, optimism, methods of planning and executing work, and personal efficiency. The use of slang will be regulated, and good form in manner and speech cultivated.

j. Personal condition: Many men need to be coached on their personal appearance, on their habits of sleep, eating, and exercise. "How to Live," by Fisher and Fiske, should be placed in their hands for its many valuable suggestions in right living. Genesis 41:14 contains a suggestion.

k. Etiquette: "The formalities or usages required by the customs of polite society." Some very good men have put their knives into their mouths, misused the salad fork, said "ain't," and done other distressing things. Make up for the omissions in early training.

l. Attitude: Many younger men will need coaching on important matters of attitude, including such things as a Christian Association secretary's attitude to the church, the Association, Sunday, the Bible, democracy, study, women, humble people, work, and life itself. All these, and others, should be discussed at some time or other as an appropriate occasion presents itself or can be made. This does not mean that the general secretary will deliver a brief and solemn lecture on each of these subjects. It means that these things will be quietly and frankly discussed, and such help given as may be needed.

A few years ago the Secretarial Bureau of the International Committee issued a bulletin on this subject. It is reproduced here as supplementing this discussion.

Topics for Interviews with Junior Secretaries

Issued by the Secretarial Bureau of the International Committee. Bulletin Number 8

Successful general secretaries of Associations are having occasional interviews with the younger secretaries of their staffs for the following purpose. Naturally many of these interviews are of a very confidential nature, and they are all conducted in the spirit of deepest sympathy and friendship. Create an atmosphere in which such interviews will be natural, frank, and informal.

Many younger secretaries have a genuine desire for a larger opportunity for such contact with the general secretary as is here suggested.

The following are some of the objects which a senior secretary should have in mind in his interviews with junior secretaries:

1. To correct wrong personal habits, such as excessive use of slang, grouchiness, too free and easy a manner, lack of attention to personal appearance, etc.
2. To help solve religious problems, such as doubts; and to give counsel as to religious development.
3. To see if duties and their performance are understood.
4. To coach as to specific Association methods and policies.
5. To advise as to personal finances.
6. To discover and prevent friction within the staff.
7. To see if the men are in good health and spirits; and to advise regarding exercise and living conditions.
8. To give encouragement as to personal progress.
9. To suggest lines of study and growth.
10. To guide general reading.
11. To advise as to church and Sunday school relations.
12. To advise concerning companions, and engagement and marriage.
13. To discuss future training, education, and promotion.
14. To reprove in a kindly way for errors that have been made.
15. To cultivate a sense of comradeship.
16. To develop a correct attitude toward the Association and its work.
17. To give a clear idea of the Association's function and message.
18. To stimulate professional ideals.

IV. Spirit and Attitude

The following paragraph from a typewritten sheet received from Mr. L. E. Buell, of Michigan, is well worth quoting: "To suggest to a man without destroying his initiative; to inspire him to do his best without unduly flattering him; to hold him to his task without weakening his sense of responsibility; to correct him without offending him; and to always give him, in public as well as in private, credit for all that he does—this requires talent of a high order and it must be well mixed with love and the grace of God." "Mixed with love and the grace of God"—this describes the attitude of the true secretarial coach; kindly observation of a man's work and helpful discussion of the results with suggestions as to possible improvement, suggestion often made in question form rather than given flatly. Thus conducted, the coaching contact becomes a period of fellowship and inspiration, a thing to look forward to and to be remembered with pleasure. It is easy to "nag" a junior and call it coaching. It is quite another thing to do it "mixed with love and the grace of God." One does not have to stretch his imagination to see Jesus dealing with His disciples on this kindly and friendly basis. The reproduction of His spirit in the senior secretary as a coach will add much to the effectiveness and more to the joy of the juniors on the staff.

The coach's attitude must not only be kindly, it must be democratic. This phase of the subject is well presented in a recent letter from Mr. Jay A. Urice, of the International Committee staff, to an interested local general secretary. A quotation from the letter with the questions referred to is reproduced here:

"The chief need, I feel, is for an attitude, a quality of interest, and a spirit which will lead the senior secretary to a *more democratic* attitude toward his staff. This attitude will lead him to be as much concerned at least with the development of his men as with the establishment of his ideas. He will view all of his contacts with them in terms of their development. His interest in them will be in drawing them out, and he will be willing to lead them out and watch them proceed in the use of methods, plans, and policies with which he will at

times thoroughly disagree. This democratic spirit has for its basis the educational principle that men grow in resourcefulness only as they are forced to use their own initiative, and that they learn to exercise good judgment only as they have actual experience in feeling the consequences of decisions which are entirely their own. This sort of a relationship means that the senior secretary must have confidence that the future of the movement, or of a local Association, will be safeguarded best by the development of men of initiative, resourcefulness, and ability, rather than by the perpetuation of sets of ideas which those of us who have the relation of 'senior' now feel are essential.

"For the reason that I believe that an attitude is more essential than a plan, I am not able to make my suggestions as concrete as you will perhaps want. I attach some 'tests' of the attitude, which have grown out of a number of conferences—especially out of a recent conference which I conducted with the executives of the various branches of the New York City Associations. These may be helpful in stimulating men to examine their attitude and its bearing on the development of their men."

An Attitude Which Makes Coaching More than Method

Some tests as to whether my attitude and relationship is such that my junior secretaries are encouraged in development of their own ability and resourcefulness.

1. Do the members of the Board of Directors speak of "your" staff or "our" staff when referring to my associates?

2. Do my men seek coaching from me or must I call them? How "formal" are our interviews?

3. When "advising" with my juniors, do I attempt primarily to get them to adopt my ideas or encourage them to form their own?

a. What is the nature of my advice—my answers to his questions or guidance which will lead to a junior finding his own answer?

b. How much will my men develop if their aim is only to reproduce my ideas or methods?

4. Do my juniors come to me as freely to talk over known points of difference of opinion as points where they are sure we will agree?

5. How important is it that my juniors always agree with me on matters of Association policy or personal affairs?

a. How frequently do we disagree as to procedure in planning?

b. Who is finally "right" when we disagree?

c. Does apparent lack of disagreement come from their reluctance to express themselves freely, or because we are naturally "of one mind" on the topics we talk over?

6. Are men encouraged to assume initiative in thought and action even to the point of disagreement with me?

a. How much do they actually share in formation of general policy?

b. How far am I willing to trust them in this?

7. Who finally "settles things" when I am in conference with my juniors? What is the effect on their growth when I become the final authority?

8. In how far am I willing to let a junior proceed on a plan of his own making which I feel sure will fail?

a. How willingly do I help him when he starts on a plan with which I do not entirely agree?

9. To what extent do we *learn together* from the successes or failures of his work? Of my work?

a. Do I find that I can frankly admit *learning with* my juniors and not lose my prestige with them?

10. In how far is my relation that of captain of a company and in how far that of a more experienced member of a group of associates?

a. To what extent is each type of leadership practical?

V. Whom to Coach and How

1. *The Man Who Is "Falling Down"*

a. Find out why. Is it due to circumstances, such as overwork, discouragement, friction, wrong placement? Or is it due to characteristics within the man himself? To what extent can these circumstances be altered or these characteristics modified?

b. The coach may or may not reveal to the man the fact that he is falling down. The wise thing may be to try to lead him into more successful work without upsetting him by the revelation of his failure.

c. Some men, on the other hand, will need the "jolt" given by a frank statement of their lack of success. Let the doctor consider before he prescribes.

d. The coach keeps himself from prejudice against the failing man, and tries to preserve an open mind about him.

e. The coach should exercise patience.

f. Stimulate the man to better effort. Try to give him new incentive and vision. Encourage him with "That's all right, old man, you'll do better hereafter."

g. Make constructive suggestions. Coach him in detail where it seems to be needed. Let this coaching be private and helpful, not as reproof.

h. Plan more careful training for him, and supplement him at his weak points.

i. A rest or short vacation may be the thing needed.

j. You may be able so to adjust the conditions under which he works as to bring him up to standard.

k. You may shift the man and assign him to other work. Mr. Richard C. Morse once asked, "Is he competent for anything else than that for which he is incompetent?" He may well be.

l. If you find he is hopeless, begin to develop another man for the task. "Warm up another pitcher."

m. It may be necessary to dismiss him. Help him secure another place suited to his ability. Part friends.

2. The Man Who Is "Making Good"

The one who is an assured success will also need coaching; and he will well repay it. What coaching does the quick, alert, and skilful man need?

a. Express appreciation of his good work, giving such recognition or reward as is appropriate. But do not spoil him. It may be necessary to warn him against over-confidence, even to "reduce a swelled head."

b. Show him his shortcomings, however, if he has some, and encourage him to improve in these places. Hold him steady.

c. Build upon his strong points. Open up new opportunities based upon the things he does well.

d. Give him special instruction along the line of his interest and aptitude. Suggest reading bearing upon his work.

e. Set a new goal for him. Challenge him with bigger things, giving him chance for more responsibility and leadership.

f. Relate him to one who needs his help, letting him have a hand in training others.

g. Watch him to prevent his overdoing.

3. The Understudy

To "understudy," the Standard Dictionary advises us, means to study a part in order to be able if necessary to take the part of the one playing it. Big business took up both the idea and the word, and the understudy relation has now an established place in organization and administration. It is a generally accepted theory in many concerns that every important position must have a man as an understudy ready to take the place of his chief should occasion arise for so doing. Three ideas are involved—the status of the man, the sort of man needed, and the nature of his training.

a. His place in the organization

Naturally the position of the understudy is not all future. He has important work to do in the position he actually holds. His whole interest, however, is not involved in that position. He has his eyes and ears set to the front to learn the duties of the man ahead of him, the man whose place he understands he is some day to fill if he himself makes good. It is well to have part of his mind occupied with that "if." It is the bridge that he must cross if he is ultimately to reach the advanced position.

But while he has his eyes on his chief, his chief must in turn have his eyes on his understudy and plan and direct his experience so as to prepare him for promotion when the chief himself goes up or elsewhere.

The leading executives of the day consider this relationship important. F. A. Delano, former president of the Wabash Railroad, says, "Today leaders recognize the need of training understudies. Railroads have taken the lead in training their own men for positions of leadership. Young men are taken

into the organization of the railroad and trained gradually in the duties and responsibilities of higher positions."

Julius Kruttschnitt has already been quoted as saying, "The test of an effective organization is that it shall be self-perpetuating." The understudy relation is the process of self-perpetuation.

The fear is likely to enter the mind of some men that if they train understudies to do their work, they themselves will be in danger of losing their positions and of being replaced by the lower-salaried assistants. This is overcome by the establishing of the understanding that no man can gain promotion until he has prepared a man to follow him when he goes up. The condition of his own advancement becomes the preparation of his successor. In the Association this fear is not operative. There is such a demand for trained men that good men are not afraid of being laid aside or replaced. The situation is all favorable to the training of understudies.

The chief criticism of the actual operation of the understudy system is directed at the type of men chosen as understudies. Somehow men usually choose inferiors in quality as their subordinates in position. The man chosen to supplement the executive is rarely of the quality of his chief. As a result, when the head man is removed and his place filled by the man he has trained, there is often a let down in the quality of the occupant of the position. The man you choose to follow you should be at least as good a man as yourself—worthy of advancement and capable of doing even better work than his predecessor. Hunt for such men.

From the point of view of the employing concern, it has the choice of either understudying its important positions and having trained men available in emergencies due to loss or proposed expansion, or breaking in new and relatively untried men as executives. The former policy is the cheaper in the long run. Further, the reputation of pursuing such a policy draws strong men into the junior positions in hope of advancement. Can we pay enough to hold competent understudies? Yes. The man will more than produce his cost during the years of

preparation. This is the answer of industry and of common sense.

An engineer named Frank B. Gilbreth has worked out an interesting system of promotion, in which each man is the coach of another man and is himself being coached by the man ahead of him. Applied to our work, each secretary is related to three positions. The three positions are as follows: first, the lowest, the position that the man has last occupied in the organization; second, the position that the man is occupying at present in the organization; third, and highest, the position that the man will next occupy. "He belongs to the group next higher up as a learner, and part of his time is spent in preparing for promotion to that group. The members of this higher-up group must coach the younger men. He belongs to his own group, in which he cooperates with other members in learning his duties. He belongs to the group lower down as a teacher, and part of his time is devoted to instructing some one in this lower group to take his place." This conception of the three-fold group fills the whole staff with the spirit of cooperation and mutual improvement.

No one plan will be so effective in the training of men as the complete development of this understudy relation, in which every secretary is looking to the training of younger men, and each junior secretary is encouraged to prepare for promotion. A wise secretary will seek to teach his understudy everything which he himself knows, and will continually seek to bring out all there is in the younger men. The older secretary will especially seek to train the younger men in willingness to assume responsibility and in ability to carry it.

b. Ways of training an understudy

(1) Take him along on important calls to meet men and learn how to approach and deal with them.

(2) Take him to meetings in which he will experience some of the contacts, opportunities, obligations, and relationships of the general secretary.

(3) Have him attend directors' meetings and committee meetings, taking some part in calling the meeting, deciding

what is to go before it and how, and participating in the meeting itself.

(4) Have him go over some of your correspondence with you, discussing the issues involved in the various letters and how they should be answered. Have him answer some of them himself.

(5) Show him some of your letters, including "thank you" letters and soliciting letters.

(6) Send him on important errands for you.

(7) Have him accompany you to gatherings of secretaries to which you have been invited.

(8) Assign actual tasks to him of a worthy nature, so that he will learn the game by playing it.

(9) Talk over your problems with him and use him in solving them. Work together.

(10) Share with him all the relationships possible.

(11) Direct his reading.

(12) Go to places together—to the club, walking, to your home, to conventions—and thus afford opportunity for leisurely discussion of things mutually interesting.

4. Special Coaching Occasions

Think into the kinds of occasions when men will need special coaching or concentrated attention. In addition to those already named or implied there may be mentioned these:

a. When a man is about to undertake a new task, work involving unaccustomed processes or new kinds of skill or problems.

b. When you begin to make a specialist out of a man whose duties have been general.

c. When you must prepare a man for a new position in your organization.

d. When you are uncertain as to a man.

e. When he is a good man but lacks team-play.

f. When you fear a "fall down," or a man is in a tight place.

g. When you see a piece of faulty work.

h. When a man is discouraged or has exhausted his own resources.

i. When he has made a bad break and not seen it.

5. The Coaching Question

As in problem teaching and project work, the best means of securing thoughtful action and resourceful initiative is through the use of questions. Instead of telling a man outright what to do, ask him questions that will reveal the conditions involved and lead to his finding his own answer or way out. The self-discovered point or method is more likely to be faithfully or enthusiastically observed than one pointed out or imposed by another.

Of course, each coaching occasion is really a brief project, and a man's action should be guided here just as in a regularly outlined project of more serious proportions. The questions will usually be extemporaneous, but at times they will have been carefully planned. You will discover something you wish to correct and devise a good series of questions calculated to secure the desired improvement.

Therefore practice the question method of coaching. The results will repay the effort. Skill in questioning as a method of directing work is a talent to be highly prized. It secures results in growth, initiative, resourcefulness, good feeling, and morale in the staff that can be secured in no other way. Once you get the secret of this process you will find the employment of it so interesting and pleasurable that its use will be a constant source of satisfaction to you, not to mention its benefits to the men thus coached.

6. The Happy Medium

In all this coaching, preserve a fine balance between too much coaching and too little. Your coaching will stimulate or stunt, inspire or irritate, help or hinder, steady or stampede. It is not always easy to know where to draw the line. Perhaps it is well to err on the side of too little, but why err at all? Like all problems, this one yields to study.

VI. Records

Corporations with men in training for executive positions have found it advisable to keep records of the qualities and progress of men. The data for these reports are gotten from observation of the man in his class-work, his projects, his regular duties, but perhaps best of all from the coaching contacts. The record card should contain a list of qualities on the left, with blank squares opposite them on the right for occasional entries, once a month or more or less frequent. The Westinghouse Students' Record is on card-board 8¼ x 10¼ inches. The upper third contains the fundamental facts as to the student's age, education, residence, previous experience, college activities, and a place for a small photograph. The middle third is a place in which to record his experience in the various departments of the company, with dates. The lower third, called "Progress Report," lists fifteen characteristics in a vertical column, with twenty-five squares opposite each in which to enter a monthly record. The characteristics are: interest in work, application, aptitude, reliability, self-confidence, initiative, aggressiveness, executive ability, personality, cooperation, business tact, conduct, neatness, accuracy, speed. Below are three lines for remarks.

Perhaps only the larger Associations would care for such a record. Smaller ones might use it to advantage, however, all with modifications to suit special situations.

A study of record cards leads to the suggestion that the card should contain all the fundamental facts about a man; a photograph of him; a place for recording his varied experience with the local Association, with an estimate of the quality of work done and ability shown; a list of qualities considered essential in a secretary, and spaces for frequent estimates as to the man's possession of these qualities; and space for the entry of those facts that no questionnaire quite fits, simply blank lines for remarks. This will require a letter-file size card of good quality, and privately kept. Opinion varies as to whether this card should or should not be shown to the student.

VII. Questions for Further Study

1. How frequently should coaching be given a young secretary?

2. What psychological laws afford guidance in the coaching process?

3. What principles of good pedagogy find application here and should be observed?

4. What do you consider the coach's part to be in turning out winning athletes?

5. Which of these findings apply to the coaching work of a general secretary?

6. How would you begin work on the coaching of a new employe?

7. In what specific duties is coaching necessary and effective? Concerning what features and relationships?

8. What should be the mental attitude of the secretary toward the man he is coaching?

9. What positions on the Association staff should be understudied?

10. Devise a record form to be used in keeping record of a secretary's history and progress.

11. What qualities make a man successful in the sort of coaching developed here?

CHAPTER VI

READING AND STUDY

ANALYSIS

I. A Study of the Reading Situation
   1. How many books do you read a year?
   2. Why do not Association secretaries read more?
   3. Why do they feel they ought to read?
   4. The rewards of well-planned reading

II. Concrete Suggestions
   1. What to read
      a. As to aim and content
      b. As to form
   2. A reading policy for an Association secretary
      a. Majors
      b. Minors
      c. Browsing
      d. Magazines
      e. A sample list
   3. Sources of information about books
      a. Book reviews
      b. "Helpful Reading"
      c. Librarians
      d. Bibliographies
      e. Advertisements
      f. Conversation
      g. Book stores
   4. How to secure books
      a. Draw from the library
      b. Borrow them
      c. Buy them
      d. Have the Association buy them
   5. Where and when to read

III. How to Get the Most out of Reading
   1. Have an aim
      a. The will to master a subject

b. The desire to solve a problem
c. Seek the author's aim
d. Assume an obligation
2. Mark the book
3. Take notes
4. Take book tests
5. Apply your findings
6. Retain a critical attitude
7. Observe proper physical conditions

IV. Getting Reading and Study Assignments

V. McMurry's Eight Factors in Study

VI. References

PROBLEM

How can reading and study be made to contribute to professional growth?

I. A STUDY OF THE READING SITUATION

1. How Many Books Do You Read a Year?

a. Take a pencil and write down the titles of the books you have read during the past twelve months, or, if your memory does not retain the titles for the whole year, prepare a list of those you have read during three months. This will help you to find something like your annual book reading. Perhaps you have kept a record by months in your pocket date-book; this has been found to be a good plan, with a goal set for each month. What is your total? The question has been asked of a large number of secretaries. The answers fall into three groups: about six, about twelve, about forty; the last number is quite the exception; there are far more reports of six than of twelve, and five is very common. In other words, large numbers of secretaries are reading but one book every two months, or even fewer books than this.

2. Why Do Not Association Secretaries Read More?

a. They are too occupied with administrative detail. Working long hours, they prefer to use their few hours of leisure either in exercise, in being with their families, or in more

restful ways than solid reading. Some of these men could be led to realize that in well-directed reading, chosen because of its bearing upon problems in hand, they would find ways of increasing their working efficiency and reducing the grind.

b. They do not know just what books to secure, and have not found or devised plans of laying out their reading.

c. Many have not definitely selected subjects upon which they wish information, or fields in which they wish to be expert or at least informed. So there is no inward push toward books.

d. Others just naturally have no intellectual interests and no taste for reading.

e. The home situation of some is not favorable to reading.

f. Some have tried, gotten nothing out of it, and quit.

g. A few are handicapped by eyes that soon reach their limit.

3. Why Do They Feel They Ought to Read?

Many secretaries admit the obligation to devote time to reading, even time during the working hours of the day, and feel they ought to read more or less deeply and widely for the following reasons:

a. They want information on subjects related to their work, such as business administration, religious education, biblical interpretation, and Association theory and practice, especially new developments. They need definite help, and believe that answers to their problems can be found in reading.

b. Some want interesting knowledge in cultural fields, and have intellectual interests they like to cultivate and feel they ought to, if for no other reason than to keep them in touch with the growing men of their city and to enable them to talk other things than Y M C A. They want to "keep up."

c. Some know the power that lies in books and want it.

d. The tendencies, movements, and currents of thought and events are reported and reflected in good books and magazines. With these things secretaries know they must be acquainted.

e. Generally speaking, they feel they ought to read because they realize reading is both a means and a mark of growth.

4. The Rewards of Well-Planned Reading

Being large and real, the rewards of well-planned reading are readily named and easily recognized.

a. Growth, in caliber and power.

b. Inspiration.

c. Broad culture.

d. Knowledge.

e. Wide vision, a more distant horizon.

f. Standing.

g. A sense of being at home in any group.

h. Increasing skill as a student; in John Dewey's compact sentence, "the habitual power of effective mental attack."

II. Concrete Suggestions

1. What to Read

a. As to aim and content

A well-rounded reading policy will include literature of four kinds:

(1) Informational, facts needed in one's daily work or contact with people.

(2) Inspirational, reading that lifts one up, cheers him, increases his zeal, and reenforces his powers.

(3) Cultural, in the generally understood use of the word.

(4) Recreational, things read just for fun.

Now, one book may supply all of these elements, any combination of them, or only one; the predominating factor would be the basis of classification. "Twelve Principles of Efficiency" is an informational book, though it brings inspiration to most men and culture to some. Sherlock Holmes most of us would classify as recreational and read him as such.

b. As to form

Books, pamphlets, magazines, and papers will comprehend the general run of material to be read, and a good policy will include them all. As a general thing, men spend far too much time on magazines and an almost sinful number of hours on newspapers. Books and pamphlets carried about might well

replace the too-much-read daily news, most of which is useless, much inaccurate, some altogether misleading, and nearly all of it sufficiently acquired from a reading of the headlines. To spend time reading very many of the columns of the afternoon paper when the morning paper is daily examined is sheer waste. Many secretaries who say they have no time to read books spend an hour or more a day on newspapers, to small profit. The progress of current events is well kept up with by reading the carefully gleaned reports in the *Literary Digest* or the *Outlook,* for instance, supplemented by fifteen or twenty minutes a day with a good morning paper.

Many hours of reading time are devoted to rather valueless articles or relatively poor stories in magazines. Much of this time could with advantage be transferred to serious consecutive book reading, or to novels of current or standard interest. Much magazine reading is scattered and futile; the magazines are built to pass time, and succeed admirably. However, not the abandoning of magazines and newspapers and complete devotion to books, but a balanced ration is what is here pleaded for, and more connection in what is read. Upon what one subject is a man better informed after the scattering reading of monthly magazines? The plea here is that depth is sacrificed to a rather aimless breadth.

There could, of course, easily be the same lack of relation between the books one reads. How can one unify and balance his more solid reading? The following policy may contain a suggestion.

2. A Reading Policy for an Association Secretary

Decide upon the reading you wish to undertake during the coming months and lay out a plan covering the desired ground. Such a plan involves the subject to be studied, the books to be bought or drawn from the library, magazines to be read, and the time of each day or week to be devoted to reading. A clear statement of what you wish to accomplish, your aim, and the result you seek in each subject chosen will help both in the planning and in the execution of the reading. One clause in

such a policy should be a statement of the number of books to be read during the year. One book a month is little enough; two a month is a good and desirable standard. Some read a book a week.

This pre-arranged reading will not prevent the reading of important books as they come out, or the taking up of new subjects or lines of research as special occasions and needs arise. The plan is a guide, not a jailer.

Experience indicates the desirability of a reading policy drawn up along the lines explained below. Typewrite your policy and keep it where you are sure to see it now and again.

a. Majors

(1) A "major" subject is one to which the greater part of a student's attention is given during a year or a series of years. The Association secretary will find it desirable to plan major reading along two lines.

(a) Professional: Under this head are included such books, magazines, reports, and pamphlets as give wider or more intensive knowledge of the Association movement, a better understanding of the aims, purposes, and history of the departments of the work, and increased skill in technical activities.

(b) Related general knowledge: Under this head is included reading which gives an understanding of social, economic, religious, educational, business, and industrial conditions, forces, and agencies, in relation to which the Association must pursue its own activities. Such reading might well deal also with the philosophic and scientific thought of the time. It promotes the professional development of the employed officer, enriches his intellectual life, and widens his outlook.

(2) Suggested Majors

(a) Professional: Choose three out of a year's total of twelve books, or five out of twenty-four books.

Books bearing on the history, principles, and methods of Association work, including convention reports. The assigned reading in the training center secretarial class comes under this head.

The Bible, Bible study courses, and special religious literature.

Books bearing on the work of the department in which the employed officer is engaged, as administration, religious work, educational, physical, or boys' work.

(b) Related general knowledge: Choose three of the year's twelve books, or six of twenty-four books.

Books on sociology, economics, problems of modern life, missions, educational theory and practice, psychology, religious education, vocational guidance, management and administration.

b. Minors

(1) "Minor" subjects are those to which a student decides to give some, but minor, attention. Such subjects are mainly for cultural purposes. They may be read at intervals during the year, or each minor subject may be taken up seriously for a few weeks or months and then given no further attention that year. Possibly five such subjects might be studied during a year. Two books may be read in each minor.

These minors, hobbies they may be, represent one's point of contact with life, the channels through which the riches of the world of thought and experience reach him—the more channels, the more riches. They are the beautiful avenues along which he walks in his leisure time, or created leisure. The fruit he picks and the views he gets rest a tired body and revive a jaded spirit. During these short happy periods the imagination is given reins, the separations of time and distance are forgotten; the greatest and most interesting of personalities are one's companions, and the treasures of the world are all about. Each of these approaches to life is a window for the soul; they are the spirit's sources of light and air. "May blessings be upon the head of Cadmus, the Phœnicians, or whoever it was that invented books."

(2) Suggested minors. Choose six of twelve or thirteen of twenty-four books; at least one in each of four minors.

(a) Literature, including essays, poetry, the classics in English translations, and current fiction.

(b) Biography. All doors are open to him who reads biography.

(c) Travel. Organize a private "travel at home" club, and visit many strange countries. Such tours, though personally conducted, are inexpensive.

(d) Science. The field is wide and books and magazines are plentiful.

(e) History, particularly that of modern times. We live in the greatest of all historical periods.

(f) Music. A good book and a few phonograph records open this window.

(g) Art, including architecture. What makes a painting a good painting? When is a church pure Gothic?

(h) Philosophy. Look up "pragmatism" as a modern view of things.

(i) Missions. The word has new meaning since the war.

(j) International relations. America is entering new phases of foreign policy.

(k) Theology. What have the great thinkers thought about God?

(l) Biblical research. An intellectual recreation now fairly "safe."

c. Browsing

Systematic reading does not preclude browsing through books and doing a certain amount of random reading, especially of such books as appear from time to time and win large, if but temporary, attention.

d. Magazines

In addition to majors and minors in systematic reading, the executive officer should do some reading in the higher grade magazines, along the following lines. There is no need of reading the whole magazine.

(1) Technical, relating to the work a man is doing.

(2) News and interpretation, such a magazine as the *Outlook,* the *Literary Digest,* or the *New Republic.*

(3) Religious, such as the *Congregationalist* or the *Continent.*

(4) Fiction, such as *Scribner's.*

(5) Scientific, such as the *National Geographic*.

(6) Miscellaneous articles, such as the *Atlantic Monthly* and the *American Magazine*.

(7) Do you enjoy *Life*? Many do. You may quote Livingstone of Africa as your sanction for such reading.

e. A Sample List

A list built on the lines suggested here would look like the one below. This is merely an illustration and is in no sense a recommended list of books. It should not be taken as such. Books are mentioned simply to make the suggestion concrete.

Reading List for 1920-21—At Least Two Books a Month

I. Majors.

1. Professional:

a. Association history, principles, and methods. Training center courses.

b. Bible.
"The Religious Experience of Israel," Hutchins.
"The Jesus of History," Glover.

c. Theory of Education.
"Methods of Teaching," Charters.
"What Is Education?" Moore.
"The Project Method in Education," Branom.

2. Related general knowledge:

a. "Religion among American Men," The Committee on the War and the Religious Outlook.
"Social Control," Ross.
"The Missionary Outlook in the Light of the War," The Committee on the War and the Religious Outlook.

II. Minors.

1. Literature:

a. The classics in English translations. Homer's "Iliad" or "Odyssey."

b. Current fiction. Four a year.
"Blacksheep, Blacksheep," Nicholson.
"Whirligigs," O. Henry.
"The Great Impersonation," Oppenheim.
"The Wisdom of Father Brown," Chesterton.

c. Poetry and essays.
John Masefield's "Everlasting Mercy."
Alfred Noyes's poems.
A couple of Emerson's essays, such as "Friendship" and "Self-Reliance."

2. Biography:
"Marse Henry," Henry Watterson.
"Lincoln, Master of Men," Rothschild.
3. History: "Modern China," Sih-Gung Cheng.
4. Architecture: "The Appreciation of Architecture," Sturgis.
5. Philosophy:
"Pragmatism," William James.
"Five Great Philosophies of Life," W. D. Hyde.

III. Magazines.
1. Technical, *Association Men.*
2. News, *Outlook.*
3. Religious, *Continent.*
4. Fiction and miscellaneous, *Scribner's.*
5. Scientific, *National Geographic.*

3. Sources of Information about Books

"How do you decide what to read? Where do you get your information about books?" There are several good sources of such information.

a. Book reviews

The magazines that have been previously mentioned print excellent book reviews which are a feature of every issue. Such reviews should be read if only to know what subjects are being treated and what the tendencies are in book publication, which means in the taste of the book-buying public; for books are not printed just for conscience' sake. The book review section of the *New York Times* is worth subscribing for. It comes out every Sunday.

b. "Helpful Reading"

A pamphlet which bears this title and which contains books under more than 150 subjects is published by Association Press, 347 Madison Ave., New York, and sells for twenty-five cents. It was prepared by Jay A. Urice for the

use of Association employed officers. Each book listed is described and priced. The list represents all publishers.

c. Libraries

When one wishes to read up on any particular subject and does not know what books to secure, let him consult the city librarian, to whom the giving of such information is a pleasure, his form of golf. Further, it is advisable to note the lists of books added to the libraries from time to time, and to consult the special shelves or racks made most accessible to the public as suggested reading.

d. Bibliographies

Most serious books give lists of other books to be read on the same subject.

e. Advertisements

Note what books are being pushed by the publishers. Draw them from the library.

f. Conversation

Ask your friends what they are reading. One learns about books as he talks books.

g. Book stores

Go in and look around. There is no obligation to buy.

4. How to Secure Books

a. Chiefly, draw them from the library

One cannot afford to buy all the books he wishes to read, nor, even if he could, would such purchasing be desirable. Most books are to be read but once. Those one wishes to keep for further use or reference are few and far between, and the public library is always there. Especially does this apply to current fiction. Let the library do this purchasing. Most libraries have funds for the purchase of new books, and are glad of suggestions as to books the public wants. The Association secretary is a citizen of significance and his request for a certain book, especially a book of character, is likely to be honored.

b. Borrow them

We scarcely dare breathe the idea, having suffered loss. Yet

it is an ancient custom, and there are still a few folks who return borrowed books.

c. Buy them

Having hedged this kind of investment about with the two limitations just suggested, we now have the more courage to urge extensive purchases of books of technical or permanent value. Lawyers, ministers, engineers—all these know they have to put money into books as a basis of their work and profession. Let the Association secretary hold no lower ideal for his calling, and be equally willing to make the necessary investments in vocational foundations.

This purchased library, built up year by year and never bought at one fell swoop, will be built around three ideas: technical publications, standard literature and reference books, and those minors that represent one's personal tastes and interests. Such books, the choice ones, are proper investments. The intention to mark, reread, refer to, and use is the guiding principle. The professional man without a library is loosely anchored in his vocation, and probably regards both it and himself lightly.

In order to encourage the younger secretaries in the purchase of the literature of the vocation and to start their technical libraries, one general secretary presented to each new man as he came to his staff three of the best Association publications dealing with history and methods, a nest-egg to encourage further laying.

d. Have the Association buy them

Every Association should develop a reference library of Association literature for the training of the staff, containing all the books listed in Appendix D, and added to from time to time. It will contain in addition many pamphlets, commission and convention reports, Year Books, and files of *Association Men*. To insure its largest use, it should be so located as to be readily accessible to the members of the staff without too much effort being involved in the securing of a book. Perhaps an open case in the general secretary's office would do in many places. It depends upon the general secretary.

5. Where and When to Read

Suggestions drawn from many men reveal a variety of places in which reading can be done. The list includes the car or train going to and from work, the train on trips, home, the office, and in bed at night before going to sleep. Inquiries as to time show that secretaries read an hour in the early morning, certain scheduled evenings of the week, occasionally or systematically at the office, Sundays, in vacations, on days off, and at miscellaneous odd times. The scheduled home reading planned for certain evenings each week and on days off seems to be the most practical. Secretaries-in-training should have their schedules so planned as to be sure to make proper provision for reading and study.

Where a whole evening is available, the forty-five minutes following dinner might be used for lighter reading, the best hour and a half used in solid study, and any remaining time before retiring given to fiction, poetry, or other things that get the mind away from too serious affairs.

III. How to Get the Most out of Reading

What are the aids to concentration while reading and to conservation of results? Where no immediate utility spurs the pursuit of knowledge, there must be what one writer calls "the will to learn." It implies the determination to apply one's self and the persuasion of one's self that learn he can and will. It is the will to continue, plus conviction that achievement is within reach—"They can who think they can," added to "Never say die." The heart of the motto of Napoleon's old guard was its phrase, "The Guard does not surrender."

Here are some aids, "practical as a load of brick"—to use a Rooseveltian phrase.

1. Have an Aim

It may be any one of four:

a. The will to master a subject

This is a dogged sort of aim without much joy in it. The next one works a lot better.

b. The desire to solve a problem

Here there is a motive. We seek the answer to a question, a way out of a difficulty, light upon a subject, help in a task. Pushed on by this real incentive, books or chapters are chosen because they hold something we want and we search until that data, information, or knowledge is found. When you want to read with real zeal, arm yourself with a question or two and seek the answer in the text. Before beginning a book, or as soon as you know what it is all about, frame several questions and consider the matter read in its bearing upon them. After reading the introduction to "The Missionary Outlook in the Light of the War," the following questions were written out, lettered a, b, c, d, e, and all paragraphs containing material on each question were marked with that letter in the margin:

(a) To what extent are the aims of the war and the aims of missions the same? (b) How far is the missionary cause succeeding? (c) What is the relation of missions to world peace? (d) What obligations do our war professions impose upon us to continue to seek these aims in peace through missions? (e) What world problems can missions help solve?

Of course a score of other questions could have been used, and actually lay more or less active in the mind. This process may seem limiting. As a matter of fact, if one reads a chapter just to get light on one question, he will get far more out of the chapter than if he reads the chapter to get all there is in it. You succeed at one point instead of failing at a dozen. At least this is the experience of many students. Try the method. The conditions are simple: a "thought-provoking situation" creating the motive for the study, a book supposed to contain something about it, a clear question as the hook to drag through the book. Many troll through a book with no hooks on their line, and catch accordingly.

c. The discovery of the author's purpose

Next to having an aim of your own lies the value of seeking the author's aim. Try to find out why he wrote, what he sought to prove, expound, or illuminate, and measure his success.

d. The fulfilment of an obligation

Promise to give an address upon a subject about which you know nothing. This is a splendid method of creating motive and interest in reading. The obligation to speak on the Balkan Wars was once assumed by one who knew practically nothing about them. Maps, magazines, and books were brought into requisition, and three weeks of most profitable and interesting reading resulted. A promise to lead a debate on the subject of divorce led to similar thorough work. It is a good goad to hard study and careful reading. The suggestion was given to a group of young college men by John R. Mott some twenty years ago and followed by at least one of them. When one is reading thus with a definite purpose he will not hesitate to omit irrelevant matter, skip sections or even chapters, and quit when he has secured what he sought.

2. Mark the Book

There are various methods of marking the pages you read. Some underscore the chief sentence in the best paragraphs, using straight, broken, or wavy lines to indicate different things. Different colored pencils are sometimes used thus. Other times good sections of a paragraph are side-lined with one, two, or three vertical lines. Where one is reading a book for a distinct purpose, a small circle or star opposite pertinent paragraphs is made, and at the end of the reading these are easily found again and used or copied. A book was recently read in search of data on two different topics. Small circles were used to indicate the first and check marks the second.

Later, when one wishes to recall the impressions and ideas gained from a book, the whole content is quickly brought up by simply reading the marked sections.

Thoughtful readers at times seek to put the idea of a paragraph into a topic of a few words and write this on the margin. The gains of a chapter are written out at the end. The inside back cover is sometimes used as a place for notes on what is read, what to go back to, and so on.

The resolution to mark carefully makes one read with added

attention. Summarizing requires concentration. The whole process, though it slows up progress, adds much to one's interest in a book. To reopen a marked book is like meeting an old friend.

3. Take Notes

This requires reading at a table, with an armed chair, or at least with pencil and paper handy. Some men carry 3 x 5 paper in a small pocket book and make notes upon it for future filing and use. Surely a careful and thrifty reader will take notes, but there is a danger to be guarded against. In committing something to one's notes for future use, the present impression is likely to be weakened. A deep present impression may be more valuable than a note. Do not let the taking of notes excuse you from careful immediate attention to what is read.

One takes notes usually for one of four purposes: To file; to use before filing or without filing; as part of an abstract; for largest immediate practicability, as "things to do." The pocket note paper system here fills a need.

4. Take Book Tests

The Examination Council of the International Committee provides a set of questions or review outline for any book any secretary wishes to read. These are sent in advance of the reading, upon request accompanied by twenty-five cents. If a creditable review is written, a certificate is issued. Three of these book tests are supposed to be taken prior to each session of the summer school by all who plan to attend.

5. Apply Your Findings

Use them in some way. In an article in the *Intercollegian* Professor H. H. Horne of New York University said: "So the completed cycle of study is, first, problem; second, solution; third, action. Edison has made us familiar with 'light, heat, power.' Changing the order somewhat, our problem is heat, our solution is light, and our action is power; or in psychologi-

cal terms, our problem is feeling, our solution is thought, and our action is will. This cycle is repeated over and over in life, or should be."

Let us then complete the cycle of our reading by appropriate action. Use the idea in some way, if only as material for friendly conversation. Tell about what you have read. Discuss it with others. Write an article embodying it. Use it in an address. This much is certain—it is either use or lose.

6. Retain a Critical Attitude

All that one reads is not to be taken as true—this book, of course, excepted. Examine carefully to see if each writer makes his case, where he leaves the track, what his sources of error are. Strayer and Norsworthy in "How to Teach" give four points as fundamental to good habits of study: A clear purpose, a vital interest of some kind, concentrated attention, and a critical attitude. Of course a fifth point, application or use in some life situation, should be added, but the fourth point is the one upon which attention is for the moment being centered; scientific doubt some call it; the habit of being from Missouri less classical persons of more rude culture would say. The point at least is clear, and we add only that this genuinely helpful attitude must not be overdone. Scientific doubt and general unbelief are not synonymous; and of all distasteful creatures, deliver us from the all-round skeptic.

7. Observe Proper Physical Conditions

These were summarized above as freedom from interruption and annoyance. The factors to be secured are fresh air, comfortable chair and table, light from the direction of the left shoulder and in sufficient quantity, an eye-shade, about seventy degrees of heat, quiet, and a body not too tired from other things. Get up and stretch or move about once in a while.

IV. Getting Reading and Study Assignments

When these are made—and they should be made—time must be allowed for them, time during working hours, for this

preparation and training are part of the young secretary's duty and part of his compensation.

The great key to getting an assignment or lesson is the famous Dewey problem approach. The student may ask himself these questions:

1. What is the problem here? What are the issues, questions, difficulties?

2. What data is given bearing upon this problem, issue, or difficulty?

Here, in addition to any text assignment, it may be desirable to consult reference books, the encyclopedia, and the dictionary, to interview people, or to perform experiments. Memory and reason also supply suggestions.

3. What value have these suggestions? They must be weighed, sifted, examined, evaluated, and accepted or rejected for good reasons.

4. To what conclusion does all this lead?

5. Will this conclusion stand all the tests I can bring to bear upon it?

6. What action grows out of these considerations?

Preparation made along this line will be thorough. It should be supplemented with the occasional memorizing of important dates (of which there are only a few), names (equally few), and once in a while an important passage.

A paragraph from "How to Study," a pamphlet by Prof. G. F. Swain of Harvard University and Massachusetts Institute of Technology, is worth quoting here:

"Be systematic. Have set times for your study of each subject, a regular program of work. Gain the habit of being able to start at once on your work without frittering away your time and thinking about beginning. Apply yourself steadily and persistently and do not let your work consist of a series of spasmodic efforts. By systematically doing one thing at a time and passing from study to study, you can finally, after a period of continuous application dependent upon your powers, alternate with a period of relaxation or amusement. Your period of continuous study should not be so short as to prevent continuous effort, nor so long as to over-fatigue your mind. Some

students are restless, spasmodic, and while they seem to be continually employed, they achieve nothing. Others by a steady, continuous pull, achieve much."

These suggestions apply not only to the young secretary who has a class to prepare for, but equally well to the general secretary who has an important interview, or a committee or directors' meeting for which to prepare. The use of this approach will both save time and increase the sureness of results.

V. McMurry's Eight Factors in Study

In 1909, Professor F. M. McMurry of Columbia University issued a book called "How to Study and Teaching How to Study," a work of 324 pages with a good index, and published by Houghton Mifflin Co. It is the most comprehensive work on the subject, the classic in its sphere, and should be read by all who wish to get more out of reading and study. It is written around eight "factors in study," stated thus:

1. A specific purpose as a factor in study.
2. The supplementing of thought as a factor in study.
3. The organization of ideas as a factor in study.
4. The judgment of the worth of statements as a factor in study.
5. Memorizing as a factor in study.
6. The using of ideas as a factor in study.
7. The tentative attitude as a factor in study.
8. Provision for individuality as a factor in study.

If this chapter leads you to desire further investigation along this line, begin with Professor McMurry's book and then consult such other of the reference books below as are available.

Not having done so before, one may now properly quote Bacon's famous dictum: "Reading maketh a full man."

VI. References

1. How to Study. F. M. McMurry. 1909. The best general book on the subject.

2. Teaching Children to Study. L. B. Earhart. 1909. A fine discussion based on the Dewey problem approach.

3. Storytelling, Questioning, and Studying. H. H. Horne. The third section contains interesting material on this topic.

4. How to Teach. Strayer and Norsworthy. 1917. Pp. 220-233. One chapter on how to study.

5. Types of Teaching. L. B. Earhart. Pp. 192-219. Along the line of "Teaching Children to Study," much abridged and not so helpful.

6. Supervised Study. A. L. Hall-Quest. 1919. Pp. 62-93, 116-126, 161-220. Selected sections from a book of 416 pages. A most detailed study.

7. How We Think. John Dewey. 1910. A book of 224 pages, giving all the implications of the problem approach.

8. Democracy and Education. John Dewey. 1916. Pp. 179-192. One chapter devoted to thinking in education.

9. How to Study. G. F. Swain. 1917. A 65 page pamphlet that has had a wide circulation.

CHAPTER VII

STAFF CONFERENCES

ANALYSIS

I. Introduction

II. A Study of Local Staff Conferences

1. Present plans
2. Nature of the participation
3. Atmosphere
4. Problems
5. Strong and weak points
6. Object
7. Theory

III. The Purposes of Staff Conferences and Their Achievements

1. Welding all activities into a unified whole
2. Generation of enthusiasm and *esprit de corps*
   a. An inspirational talk
   b. Reports of achievements
   c. Elimination of uninteresting matters
   d. Democratic procedure
   e. Avoiding disputes
   f. Unanimous decision
3. Deepening spiritual life
4. Hearing reports of recent work
5. Solution of difficulties
6. Blocking out plans for committees
7. Plans for the future
8. Executive decision
9. Training the less experienced secretaries
10. Promotion of personal work
11. Meeting visitors

IV. A Staff Conference Program

1. Monday
2. Wednesday
3. Thursday

V. Arrangements as to Time and Place

1. Time
2. Length
3. Place
4. Arrangements
5. Size of group

VI. Strong and Weak Points

1. Weak points
2. Strong points
3. Suggestions

VII. Annual Conferences

1. The annual setting-up conference
2. The annual directors' and staff dinner.

PROBLEM

How may staff conferences be made an effective part of the process of training Association secretaries?

I. INTRODUCTION

The trained educator, the man on the street, and those who come in between these two groups are agreed that the most effective method of training men for a vocation is actual participation in the planning and execution of its activities. A good deal has been said here about participation in productive work; the staff conference is introduced as a training process because of the opportunity it gives the younger men for taking part in planning these programs, and seeing them in the making.

The material in the body of this chapter will be more helpful if before reading it you take pencil and paper and carefully answer the questions that follow this paragraph. An examination of your own plan and a statement of your difficulties will sharpen your interest in the succeeding suggestions as you find places where they supplement your own thought. Many who read these questions will have had large and successful experience with staff conferences, and the study here outlined in question form will bring valuable matter to the focus of attention. Copies of notes made in answer to these queries would be greatly appreciated by the author; they would aid in the

further study of this important Association feature. As occasional reference has been made to lessons we might learn from the experience of business corporations, it may not be amiss to say here that the Association is in this matter of staff conferences probably in a position to teach. There is evidence to support the opinion that the Association uses this tool more effectively than does big business. But to our questions.

II. A Study of Local Staff Conferences

1. *What Is Your Present Plan of Staff Conferences?*

a. How often do you have them?

b. Where do they meet? How are the members arranged or seated?

c. How long do they last?

d. Who is present? Why?

e. What is the program and method of procedure?

f. How are decisions reached? What finally settles a question?

g. To what extent are decisions made those of the entire group?

2. *What Is the Nature of the Participation in the Conference?*

a. What percentage of the men take part in them?

b. What is the nature of their participation? Report, discussion, suggestion, or what?

c. What sort of participation is expected from the younger men?

d. What or how much do they contribute to the discussion?

e. What part have they in creating plans?

3. *What Is the Atmosphere of the Staff Gatherings?*

a. How large and serious is the element of dispute?

b. To what extent are they productive of friendship and cooperation?

c. How effective are they in stirring up enthusiasm and creating *esprit de corps?*

d. Do they help or hinder morale? Why?

e. What is the attitude of the staff toward these meetings?

f. How much of the matter discussed is of interest to all?

4. *What Do You Regard as the Chief Problems in Connection with Your Staff Conferences?*

5. *What Are the Strong and the Weak Points in Your Conferences?*

List these in two parallel columns and submit this list to the staff for revision, or have them make independent lists and compare them.

6. *Why Do You Have Staff Conferences?*

What do you desire to accomplish through them? Write your answers before reading the questions that immediately follow.

a. What is the nature and purpose of the opening religious exercise?

b. What reports of work done do you call for?

c. What difficulties should be brought into conference? How are they handled?

d. What effort is made to get a clear idea of the immediate week's work? How are these facts recorded?

e. When are plans for the next month or the future discussed?

f. What provision is made for training value in the conference?

g. How do you stimulate and enthuse the staff at these gatherings?

h. How is loyalty to and love for the Association generated?

i. What definite items on your program are calculated to secure each of the aims you seek to achieve?

j. What opportunity for creative participation is provided for all?

7. *Some Special Questions on Staff Conference Theory*

a. How can staff conferences be related to the doing of personal work by the staff?

b. What is the difference between a staff conference and a staff prayer meeting? What is the function of each?

c. How do the planning activities of the staff conference and of standing or special committees relate to each other? What is the proper place of each? How can this place be best secured and protected?

III. The Purposes of Staff Conferences and Their Achievement

1. *Welding the Activities of Each Man and Department into a Unified Whole*

This involves several very important elements in effective cooperation. There must be a basis of information as to what each proposes to do, a coordination of effort and an elimination of conflicting plans involving give and take on the part of all, the spirit of genuine team work, and cooperation in supplementing and reenforcing each other's plans. The staff conference, therefore, must early in the week provide for this interchange of proposed plans. To secure this some secretaries call upon each secretary to state his special plans for Monday. If he has nothing outside his regular routine, he makes no report, or may merely remind the others of some important regular feature. After all have reported for Monday, Tuesday and the other days of the week are taken up. Should it develop that two features had been planned for the same room at the same time, this and other conflicts in plans are eliminated by the one making the change who does so at the least sacrifice. One of the office secretaries keeps a record of the week's events, committee and other meetings, and posts it in the office for reference. This mutual knowledge of each other's plans gives each secretary the chance during the week to help promote the other's features as he has opportunity, and also to offer suggestions in conference. It has been found helpful to confine the Monday conference to the work of the present week or the next week at most, taking up all future events and policies at another meeting on Thursday.

2. Generation of Enthusiasm and Esprit de Corps

Nothing is more important to the successful working of the staff than this matter of atmosphere, and in no place can inspiration be imparted, sympathy experienced, and common purpose and joy in the work created more effectively than in the regular gatherings of the staff.

a. Open the meeting with an inspiring Scripture reading, followed by a short talk of not over five minutes with "lift" in it. The brave words and equally brave deeds of great men, poems of inspirational power, a brief extract from a helpful book, a quotation from a good sermon, an item from an inspiring biography, encouraging news items from the religious world, a report of a helpful conversation—for all these things the general secretary should be on the lookout that he may use them in his staff meeting to "get the men on their toes." Angela Morgan's poem "Today," "A Friend to Man," by Sam Walter Foss, and selections from Henry van Dyke's "Northwest Passage" meet this need. The Scriptures themselves are full of such material. Take Joshua 1:1-9 as an illustration, I Kings 20:13, 14, Isaiah 40:3-5, 28-37, 41:9-13, Luke 4:16-19, and the "to him that overcometh" verses in Revelation. Study and cultivate the inspiring of men.

b. Call for reports of achievements of the past few days, giving each an opportunity to make his contribution of encouragement.

c. Eliminate as much as possible material that is not of interest to the whole staff. Supplementary group meetings and private conferences should take care of all matters not of quite general value.

d. Let the formation of plans be democratic. Participation in the formation of plans has a large relation to interest in carrying them out. The man who helps make a policy or plan is thereby committed to it in his own mind. Some very good general secretaries regard the staff conference as a place where they *announce* their plans, and frankly say these staff gatherings are *meetings,* not *conferences.* They fail to realize that

they can command men's bodies but not their spirits. They are good secretaries; they would be much better secretaries if they studied the psychology of enlisting men's wills in tasks and applied their findings. The leader should, of course, have ideas and plans; the group becomes committed to them as they take part in elaborating the germ idea, supplying details, polishing up rough places. Does the general secretary lose his leadership in this frank confession that he has no monopoly of brains and that he needs and wants the help of his associates? Well, leadership implies a following. The democratic plan of group formation of policies and programs might secure them more hearty acceptance. It is worth trying.

e. Never allow discussion to degenerate into dispute. All serious crossing of purposes should be avoided. Where a protracted discussion involving rather deep feeling is inevitable, let that item be quietly taken off the program by the presiding officer by telling the men he will meet the parties involved after the staff adjourns and a way out of the difficulty will be found. Keep quarrels out of the general meeting. They depress the whole group and kill enthusiasm for the work.

f. The plan of unanimous decision. Some leaders make it a point to adopt only those plans that secure unanimous consent. Only one side can be right, and there is value in patient discussion and waiting until all agree on some procedure. Majority rule in small groups is very distasteful to some majority leaders; they prefer carrying their whole group to carrying their point.

3. Deepening Spiritual Life

The inspirational Scripture reading and talk partly serve this purpose. Some prefer to secure this spiritual renewing by means of a staff prayer meeting, apart altogether from the staff conference, and by a first-class staff Bible class once a week.

A staff prayer meeting is a success in deepening the spiritual life of the secretaries just to the extent that they enter willingly into it. Does the daily staff prayer meeting meet with this degree of success? If so, the joy is carefully concealed. Such

meetings seem to be routine, perfunctory, and rather a bore as a rule, a "prescribed study," and rarely an "elective." Something better than the daily meeting for prayer needs to be devised. The idea is good and the purpose to be commended; but as a general thing it simply does not work, and we might as well honestly confess it. Experience with a good staff Bible class once a week seems to hold out larger promise of our spiritual enrichment, and the promotion of real prayer.

Where the daily meeting for prayer is more than half dead, it should be discontinued and another plan tried. The issue is too important, the need too serious a one for a two-thirds failure to block the way of a successful effort.

4. Hearing Reports of Recent Work

The Monday morning conference is a good place to learn about the Sunday meeting, the Saturday night basket-ball game, the Saturday hike, and other features of the week-end. Brief reports bring everybody up to date and keep the staff together. This interchange usually comes early in the meeting. The general secretary generally has interesting information about Association affairs, and this is a good place to present it.

5. Solution of Difficulties

Early in the meeting there is usually an opportunity to tell about the things that have gone wrong. In response to the general secretary's, "Any special difficulties?" comes the story of the leak in the roof, the boys who use the men's department, the stealing in the locker room, and the trouble with a fellow in the dormitory. Some of these things are handled by the whole group; others are referred to the two or three men interested; and some are handled by special committees of the Association. This part of the meeting can easily be a source of gloom; its wise handling can make it count in straightening out tangles, preventing friction, and oiling the whole machine.

6. Blocking Out Plans for Committees

The great danger here is that the whole committee may be

blocked out. All the arguments for allowing the whole staff to take part in forming plans apply with greatly added force to allowing committees to have a large share in planning. It is very easy for the staff to get on to an interesting event and so enjoy planning it that they do it all, and hand the proper committee an orange with all the juice squeezed out—then wondering why the committee should not enjoy an orange that had tasted so good to the staff. Perhaps the staff has gone as far as it should when it locates a tree bearing fruit, leaving it to the committee to do both the picking and the eating. More interest on the part of the committees is sure to result. Was it not Mr. Towson who said the secretary should be the author, not the finisher, of the committee? A good way of finishing a committee is to deprive it of all the joy of planning.

7. Plans for the Future

One function of the staff conference is to take a look ahead several weeks, months, and years, and see that all the interests of future events and needs are properly taken care of. The Hallowe'en Social comes up in September, the New Year's Open House in November, the spring evangelistic effort in January, and the new building for the boys' division almost any time. But they come up on days designated for the consideration of futures. The plan of using part of a Thursday morning staff meeting for this purpose has worked well. All things that come up on Monday that belong to Thursday are put over. The staff soon learns to play the game that way.

8. Executive Decision

Whether they be the arbitrary fiats of an imperial ruler of a staff, or the conclusions of democratic discussion, executive decisions on certain matters are necessary, and they are one of the purposes served in staff conference (or meeting; the czar never confers). Happy is the staff where executive decisions represent the thinking of the group. Now of course this does not imply that the general secretary may not decide what coat he is going to wear; it is meant to imply, however, that if an-

other man has to wear the coat, it is a nice and courteous thing to allow him some voice in its selection.

9. Training the Less Experienced Secretaries

There is, of course, definite training value for the juniors on the staff in seeing plans made, in learning how difficulties are handled, what problems enter into the life of the Association, how situations are met, and what different secretaries do, and in witnessing every staff operation in its planning stage. To see all this is gain, and the junior who gets this experience, as all should, is getting real value.

There is, however, another training opportunity in the staff conference. It is the opportunity of taking an actual part in forming the plans, of having his contribution to the discussion recognized as worthy, of seeing his offering go into the finally adopted scheme, of having his creative instincts aroused, his best genius stimulated, and his finest enthusiasm enlisted by the simple fact that he takes part, a responsible part, with his elders in formulating policies and programs and in reaching decisions. These great psychic forces, the very heart of effort, are enlisted or crushed just to the extent that the young secretary is accorded standing, pushed quietly into the background, or ignored. He may be present but not there.

The training process must not only create machinery, it must get up steam. Genuine participation in the staff deliberations does both. And then it may well be that the keen young man coming on the staff from high school, business, or college will have a freshness of point of view and an unaffected reaction to suggested plans that will make his opinions of positive value. Further, he is doubtless possessed of ability of some sort, and this should be encouraged to show its modest face in the gathering of the elders. He may even be a regular shark at something at which the rest of the staff are mere amateurs. Such things have been.

10. Promotion of Personal Work

Secretaries are constantly dealing with men about their

larger religious interests; one man may greatly help another in his winning of a member to Christ and service by cooperative effort at the right time and of the right kind. On the other hand, he may seriously hinder the man's approach to a decision by doing or saying something he would not have said or done had he realized the circumstances. Further, do we not feel that every man on the staff should be doing real personal work?

To serve these two ends, different plans have been adopted in different Association staffs. The staff of one large city Association pledged itself to the goal of one religious interview a day. There arises the need of an occasion for the interchange of experience in doing personal work and for informing each other as to whom one is working with. For this purpose one Association set aside half of the Thursday morning conference, when each secretary was asked if he had any men he wished to report upon, or any with whom he wished help. No man was in any way forced to do this personal work, but its toning-up effect upon the whole staff was evident.

11. Meeting Visitors

The staff conference gives the visiting secretary or other visitor and the staff a chance to meet each other, hear the visitor's message, and make opportunity for further conversation. The stranger should always be coached as to the part he is expected to take in the meeting, and how much time he should not exceed. If he has anything worth while, he should be given time to present it. Frequently the staff will wish to ask questions; the program of the meeting should be made up with this in mind and not diverted to a discussion of which contractor shall be engaged to repair the roof. That can be attended to later, but the visitor passes on, especially if he belongs to that rapidly moving group who are said by Mr. Logan of Detroit to "blow in, blow up, and blow out."

IV. A Staff Conference Program

A program that makes provision for these eleven interests would shape up something like this:

1. Monday, 9:00 to 10:30 a. m. This Week's Work.
   a. Opening prayer, devotional reading, and inspirational talk by the general secretary or any other man who does it well. Maximum, ten minutes.
   b. Reports from the staff of recent achievements or events.
   c. The adjustment of difficulties and discussion of immediate problems apart from program of activities.
   d. This week's work, each day's special engagements.
   e. Interesting information the general secretary wishes to give out.
   f. That final word of inspiration that makes each man leave feeling, "I surely am glad I'm a Y M C A secretary, and particularly glad I'm on this staff."
2. Wednesday, 9:00 to 10:00 a. m. Staff Bible Class. Not a lecture. A group study based on preparation.
3. Thursday, 9:00 to 10:00 a. m. Personal Evangelism and Future Plans.
   a. Brief reports from each secretary as to men with whom he is dealing. Thirty minutes.
   b. Future plans, those things several weeks, months, or years off. Thirty minutes.
   c. Prayer for these men and these objects.

V. Arrangements as to Time and Place

1. Staff Conferences Are Held at a Variety of Times

a. Every week day at 9 a. m. until finished, the Monday conference being a long one.

b. Mondays only, 8:30 to 9:30 a. m.

c. Mondays and Thursdays, 9:00 to 10:00 a. m.

d. Monday, 8:00 to 8:45, all central branch employes.
8:45 till finished, branch executives.
Tuesday, Wednesday, Thursday, and Friday, 2:15 till finished, central staff.

e. Tuesday to Friday, 11:00 to 11:30 a. m.

2. They Vary in Length

Many are interminable, which the dictionary says means having no limit or end; some are wisely limited to one hour.

3. The Places Also Vary

a. The general secretary's office.

b. The directors' room.
c. A class-room.
d. The cafeteria.

4. The Arrangements Differ

a. Any old chair in any odd position.
b. Around a table and in a regular place, but not in order of rank.
c. The general secretary at his desk and in a comfortable chair. The rest most any place and not so comfortable.
d. Note paper and pencils handy, blackboard prepared and clean, the 'phone taken care of by the stenographer, good light, heat, and ventilation. There are such.

5. The Size Naturally Varies with the Staff

Most general secretaries want the whole secretarial staff in to conference. Where, on account of size, the group has to be broken up, it should be seen to that all the eleven values mentioned above are conserved. On this matter of size, the treasurer of a business corporation says in *Factory,* "A conference is too large when a large table or a small room is insufficient." The conference then becomes a meeting.

VI. Strong and Weak Points

1. Weak Points

Secretaries in various cities have made these criticisms of their own conferences:

a. Lack of common problems.
b. Lack of promptness in coming together and beginning.
c. Part-time men cannot meet at nine o'clock in the morning.
d. Difficulty of finding a convenient time
e. Irrelevant discussion.
f. Sameness. A rut.
g. Not profitable and businesslike use of the time.
h. The room is too small.
i. Physical environment not conducive to effectual group work.

j. The light is poor.
k. Reports show insufficient preparation.
l. Too much detail and not enough inspiration.
m. Men do not come on time.
n. Not sufficient brotherly consideration.
o. Wearisome details from other departments.
p. Lack of a prepared program.
q. Lack of record of decisions reached.
r. Too much arguing. Minor quarrels.
s. Too many stories.
t. The general secretary dominates.

Let it be quickly written that not all these weaknesses were found in any one Association. Human vitality has its limits.

2. Strong Points

Not many felt they had solved the problem of a good staff conference. The strong points mentioned are:

a. Helpful devotional time.
b. Opportunity for all to report.
c. Free participation.
d. Interchange of information.
e. Friendship and sympathy.
f. Important Association news available.
g. Sense of being part of a great movement secured.

3. Suggestions

The points presented in sections III and IV are designed to reenforce these strong points and correct some of the weak ones. The mere statement of many of the weak points suggests the remedy, for they are largely criticisms of lack, and a lack seldom hard to supply. A few additional points may be helpful.

a. At the close of the discussion briefly sum up the results that have been secured.

b. Carefully tie up the loose ends of discussion and delegate responsibility for definite tasks.

c. Prepare for the presentation of a subject in the manner

suggested for teaching a class, and employ the discussion method, using the blackboard.

d. Begin and adjourn promptly, so that the men can plan the rest of their morning on the basis of a definite conclusion of the meeting.

e. In a recent book called "The New State," by M. F. Follett, an interesting philosophy of group discussion is presented in the opening chapters. The idea is developed that the result of a group discussion by A, B, C, D, and E should not be the plan A brought to the meeting, nor the sum of each man's contribution, but something that did not exist at all before the meeting. Read the chapters and weigh the idea that they bring out.

f. Two of the biggest groups of ideas in the management and industrial psychology of our day are those gathered about the two phrases so often heard, "creative instincts" and "participation in management." No plan that does not provide for each of these will solve the present industrial unrest; no employment policy in which they are not expressed will today result in a smoothly running organization; no staff policy that does not recognize these two ideas as lying at the very heart of staff spirit and enthusiasm will call out the best work and effort of the secretaries.

The whole discussion of "democracy in industry" has brought out these two elements as central in the minds of employed men. Deep down they spring from the same human sources as opposition to slavery and "taxation without representation." As psychic factors in production of any sort, they must be enlisted in our cause.

Therefore, the secretary who is in touch with the spiritual movements that control men's minds today will, in his policy of staff conferences and in all his staff policies give to the youngest and humblest of his associates opportunity for real participation in the forming of policies and programs, and will strive to create those conditions which release the creative instincts of his fellow-workers. Any other attitude is not only an anachronism, it is blindness and folly.

VII. Annual Conferences

Two other conferences that form part of the program of many Associations cut a large figure in introducing young secretaries into the Association program and making them acquainted with its policies.

1. The Annual Setting-Up Conference

This is a spring-time event, when the staff spends two or three full days just after the close of the fiscal year, sometime in May or early June, discussing the details of the work of the past year. The whole group goes to some hotel, summer resort, or large private residence remote from the city, away from the telephone and other interruptions, and examines the gains and losses of the fall, winter, and spring work. Plans for the coming year are blocked out, and summer activities provided for.

The Seattle Association holds this gathering in August, and invites in a number of leading committeemen, many of whom attend, adding much to the value of the conference, and getting a fine insight into the work. Recreation and fellowship are provided for as well as discussion, and the toning-up effect of the gathering is marked.

Some Associations refer to this as a "retreat." It is growing in favor and is likely to be even more widely used. Its most effective technique should be studied and reported upon.

2. The Annual Directors' and Staff Dinner

This is a fall event, properly held early in September, and is planned to launch the fall and winter program. The directors, trustees, committees, chairmen, and staff meet for dinner in town and spend the evening listening to the chairmen report their finished plans. These are presented in short talks and graphic ways, so that much ground is covered in a little time. The effective use of a short period is a matter requiring much study: the eye and ear must both be appealed to; the staff and chairmen have here ample opportunity for the exercise of ingenuity in presenting their work. New members of the staff

are introduced. The spellbinder of the group takes the closing minutes to give the new plans an effective launching. Nine o'clock is a good time to quit, and 9:30 is the limit.

The meeting is not one in which either action or discussion has a place. It is a time for short snappy talks, inspiration, and good fellowship. An outside speaker is not needed; indeed, he would be out of place. This is a family affair, and the business of the evening is itself the attraction. The plan works, and works "big."

CHAPTER VIII

DEPARTMENTAL STUDIES

ANALYSIS

I. Assignment of Reports

II. Proposed Questions, as to

1. Conditions and needs
2. Principles and theories
3. Policies
4. Program
5. Ways and means
6. Success
7. Improvements

III. Making the Study

IV. Submitting the Report

V. Further Suggestions

VI. Annual Thesis

PROBLEM

What sort of theses or reports is it profitable to have junior secretaries prepare? How should such work be directed?

In studying the methods used by corporations in the training of engineering experts and executives, a method was found in one of the most thorough of these corporations that can readily be adopted by any local Association. It is simple and has great value in the training of new men on the staff. Here are some suggestions as to its reproduction in the Association.

I. ASSIGNMENT OF REPORTS

Where only one younger secretary is in training, proceed as follows. Assign him the task of making a study of the work of any one department, for instance, the Boys' Department.

Allow him one month in which to make the investigation and to prepare his report. If he is assigned the task of investigating the Boys' Department beginning January 1st, let him know that his report must be prepared and turned in February 1st. It is understood that the preparation of this report is only a part-time task and that most of the secretary's regular duties continue as usual. There will, however, have to be some adjustment of the schedule to make it possible.

II. Proposed Questions

To guide the secretary in his investigation, it is suggested that seven questions be asked, that his investigation be along seven lines, and that his report be prepared in seven corresponding sections. The questions are:

1. What are the conditions and facts in modern life that make this department necessary? What needs does it seek to meet?

This section should be a detailed analysis with main topics and sub-heads. Mere general statements are valueless.

2. What are the fundamental principles or theories upon which this department builds its methods or processes?

3. What general policies have been decided upon by the department?

4. What program of activities is adopted as expressing these policies? Show the activities that are designed to meet each need listed under "1." Every important activity is devised to meet a specific need, proceeds in accordance with some principle, and is the definite expression of some policy.

5. What ways and means are necessary to enable the department to conduct its activities? Outline them under the following heads: (a) Organization, or committees; (b) personnel, or employed staff; (c) finance, or budget; (d) material equipment.

6. To what extent do you consider the department is succeeding in meeting the conditions listed under "1"? How wise are the policies listed under "3"? Why do you think so? How effective are the methods listed under "4" in carrying out the

policies and meeting the needs? How far are the ways and means listed under "5" effective and sufficient?

7. What improvements would you suggest in the policies, methods, and organization of this department?

III. Making the Study

To secure the data for his report, the secretary who is making the investigation would proceed thus:

1. Let it be understood that he is making this investigation for his own education, in order that he may get a full understanding of the theory and methods of the department. Guard against the idea that the investigation is being made with a view to the improvement of the department or in criticism of it. While good suggestions will occasionally come from these studies, let it be clearly understood that the chief purpose and value lies in the training of the younger secretary. Ask the older secretaries to give him the largest possible cooperation. The younger secretary will then carry out the following instructions:

2. Interview the secretary of the department for material under the heads "1," "2," "3," "4," and "5" above.

3. Attend as many of the classes, meetings, or features of the department as possible.

4. Attend one or more committee meetings of the department.

5. Talk with the members that use the department.

6. Read the standard literature on the department, and as much related material as there is time for.

IV. Submitting the Report

This report is submitted to the general secretary, who will study it and then discuss it with the secretary-in-training, correcting his misconceptions and discussing questions upon which there is a difference of opinion. Where there is a secretarial class, the whole group might well hear the report and discuss it.

V. Further Suggestions

1. Where there are several new men on the staff, two or

three such investigations could be under way at the same time. They should be carefully coordinated with current class-room work and projects.

2. It will probably not be possible to have more than two or three such investigations made by any secretary during the busy season.

3. This question outline of an investigation can be used in other ways. The peripatetic class in China uses it as a basis of its studies and investigations in visiting city Associations. Foreign secretaries traveling in America have found it a convenient guide. It would be helpful on an inspection trip. It could be used in preparing a convention or conference paper. The same questions reduced to topic form might be a handy outline for an annual report or newspaper article.

VI. Annual Thesis

The matter of these departmental studies suggests the question of an annual thesis as a feature in the training of fellowship secretaries and other young men on the staff. The plan has been used and successfully. In one case a secretary-in-training took as his thesis a study of all the Associations of about 1,500 members, the size of the Association in which he was working. He chose some twenty items in Association statistics and collected the data for each of these items from the latest Year Book. The items chosen included the size of the city, the exact membership of all the Associations, the value of their buildings, the number of men on committees, and so on. Averaging these up and studying the result gave him an interesting line on his own Association. He was a scientifically trained man and worked out a number of valuable conclusions.

On another occasion a young engineering graduate connected with a city Association as a fellowship man made a study of the methods used by large engineering corporations in the training of executives. His fifty page thesis was a gold mine for his general secretary.

The value of getting the younger secretaries started in this sort of thing is at once apparent. For an organization of its

size, development, and history the Young Men's Christian Association has but a scant literature and has made few contributions to the bibliography of administration, religious education, or other subjects. There is a wealth of data available in the daily work of the Association for a wide range of truly valuable studies. Our secretaries, however, have become motor-minded rather than students, promoters rather than thinkers. But the Association has reached a forward stage in the matter of promotion and needs to consolidate its gains, and make good on its promises of character, education, and health.

To achieve this result more men will have to turn their attention to real study. We have built a big house; it needs to be furnished. Better methods must be devised, more significant courses of study prepared, relationships better adjusted, our own work and its possibilities more thoroughly understood. There is need of a generation of secretaries who are creative thinkers. The starting of the younger men in real investigation and study as suggested here, and even more seriously, will be one step toward the providing of the new and needed type. Incidentally, the fact that such work is encouraged will add to the attractiveness of the secretaryship to men who are well worth attracting, and give new visions of opportunity to men who want to grow.

CHAPTER IX

INSPECTION TRIPS

ANALYSIS

I. The Value of Inspection Trips
   1. An Association experience
   2. Corporation practice
   3. Universities use them
   4. Foreign Associations use them
   5. And our own local Associations?

II. Inspection Trips through the Home Association Building

III. Trips about the City

IV. Inspection Trips to Other Cities
   1. Kinds of trips
      a. General investigation
      b. Specific investigation
   2. Preparation for the trip
      a. Decision as to what to study
      b. Itinerary
   3. Processes on the trip
   4. Reporting the trip
   5. Using the results
   6. Cost, frequency, etc.
   7. An appeal

V. Visits to Other Countries
   1. Americans going abroad
   2. Foreigners visiting America

VI. Summary

PROBLEM

What inspection trips should be included in a secretary's training? How may they be given large educational value?

I. The Value of Inspection Trips

1. An Association Experience

A local Association received a gift of $50,000 as the initial contribution toward a $150,000 building. The directors decided it would be a good thing to send their secretary on a tour of inspection to learn what features other Associations were incorporating into their buildings, and how the money for their construction was usually raised.

He traveled 11,500 miles, spent twelve weeks and $500 on the trip, and picked up a wealth of ideas as to money-raising and building-construction. With no outside help, a record-making campaign was pushed through, the town united in a big enterprise for the first time in its history, and a $240,000 building was built and dedicated debt-free.

That experience convinced that board of the value of inspection trips, so that thereafter (that was in 1909) one or two men were given such trips each year. They were usually two or three months long, and one of them cost over $700. The board found that educating its staff was good business, and has since invested hundreds of dollars in the field of its successful experiment.

2. Corporation Practice

Business corporations have made the same discovery, and these inspection trips are now one of the standard training processes in common use in the training of men for responsible positions. The agency that represents the cooperative effort of 130 of the largest American corporations, the National Association of Corporation Training, said in its 1919 report on Methods of Instruction: "The obvious importance of the Inspection Trip Method has been quickly recognized by the industrial world. Very few corporations of any importance are without this means of imparting knowledge to their employees. Such trips constitute, therefore, not only a method of teaching in themselves, but form a necessary adjunct of any method of teaching." They are a necessary adjunct of any method of teaching because of the importance of having the student see

in operation the plan, feature, or condition he had read about, discussed in class, heard lectured about, or been introduced to in any other manner.

Among the corporations that have made large educational use of inspection trips may be mentioned the Western Electric Company, American Steel and Wire Company, Consolidated Gas Company of Baltimore, and the American Locomotive Company.

Eight years ago the American Steel and Wire Company inaugurated a plan of inspection trips splendidly organized to secure educational values. It developed into a regular course of six and a half weeks for men fairly well along in their training and experience. A group of twelve visited the plants maintained by the corporation in three different districts—Cleveland, Pittsburgh, and Worcester. One group followed another until scores of men had taken the course. The fine organization of these inspection trips is revealed in the following quotations from articles by Mr. C. R. Sturdevant, the educational director of the trips. The paragraphs are taken from the 1916 report of the National Association of Corporation Training and the June, 1915, issue of their Bulletin:

"The work is so laid out that each succeeding day covers a new topic, and each day's work is handled in much the same manner. On Monday forenoon of each week a written examination is held, covering the work of the previous week. On every other working day, the whole forenoon is largely occupied by mill inspection under the direction of competent guides and instructors. After the midday lunch, furnished each day at the Works' dining room, the superintendent, or some expert appointed by him, thoroughly reviews the work of the morning, during which the students are encouraged to discuss freely all matters involved.

"Following the discussion the students meet the Director of the Training Course in an appointed assembly room for a thorough quiz covering the work of the day. This occupies two hours. This period, recurring daily, has developed into one of the most important and most interesting features of the course. It is here that every phase of the subject is developed largely by the students themselves and viewed from all possible angles. Questions are asked in such manner and of such nature

as to draw the students out, set them thinking, and induce them to use their imagination and reasoning powers. It is here, too, that scientific principles involved are discussed and explained. While due consideration is given the *how* concerning processes and operations, even more is given the *why*. This excites a keen interest in the work, and creates a desire on the part of each man to make a good showing among his fellows, hence, an added incentive to harder work and closer application. The man who thoroughly knows and understands the reasons why a certain specific material is used or required in a given set of conditions, or who knows why certain operations or processes have to be conducted in a certain manner, will possess a much broader and more useful working knowledge than he who has learned only how certain things are done. The one involves knowledge and thinking powers, the other may and usually does require only a superficial knowledge.

"At the close of each day's quiz, a small specially prepared booklet covering the work of the following day is given to each man, and these are studied during the evening. These booklets, thirty-three in number, cover different phases of our business and they include all the reading matter of the training course. They have been written by men of our own Company, and edited by our Educational Committee appointed to look after the educational work. Taken collectively, the books read into each other and they develop the whole story in a concise and consecutive manner.

"In the preparation of these special articles, and in the development of the course, every effort has been made to secure maximum economy in both time and effort on the part of the student, since these are his two greatest assets. In the study of any particular subject, the student first reads a carefully prepared article devoted to that particular topic, he next witnesses all the processes and operations in the mill, he then discusses the subject with an experienced operating man, after which he is required to tell the story himself before others, going quite fully into descriptions and reasonings, and finally he is given a written examination on the subject. It is surprising how much knowledge a man can acquire in one day when he concentrates his whole attention in the foregoing manner on a single phase of the business.

"The training course teaches the men much concerning their own work, and their efficiency is correspondingly increased. This constitutes an immediate return well worth the cost. Their minds become enlarged and more active, their visions are

broadened, their imaginations are quickened, and their powers of perception, observation, and expression are likewise developed. During the course they touch upon many subjects that are new and of special interest. Many of the men are stimulated and encouraged to follow up these new lines when they return home. The men acquire a fuller and much more accurate conception of the work the Company is doing, and of its general policies and ideals, and they feel under obligation to the Company for having offered them such an exceptional opportunity to add to their previous knowledge. They become more loyal and more ambitious to improve their records and to advance."

3. Universities Use Them

Trips of this sort are regular features in the training of men in engineering colleges and in our own Association Colleges. The University of Cincinnati, one of the best engineering colleges in the world, makes extensive use of inspection trips and has put them on a thorough educational basis. They are made to coordinate with the study of subjects under way in the classrooms. Their plan is illustrated by the following schedule and quotation, taken from U. S. Bureau of Education Bulletin Number 37, 1916:

Dec. 1st. General foundry methods.

Dec. 3rd. Description of foundry to be visited.

Dec. 4th. Inspection Trip No. 2. Foundry, Laidlaw Dunn Gordon Co.

Dec. 8th. Discussion of foundry trip.

"*Inspection trips.* Apart from the varied forms of shop experience, an opportunity to learn by observation is provided by the inspection trips, which are made by all students during the school periods. These visits to representative engineering industries are carefully planned and graded with reference to the student's course and his progress. During the first year the trips include only the larger and more general phases of industry, and are made under the direction of the department of coordination. A typical list of plants visited in the first year is as follows: (1) The Cincinnati Water Works (pumping and filtration plants); (2) the Andrews Steel Co. (rolling mills); (3) the Jarecki Chemical Co. (sulphuric acid, commercial fertilizers, and alum); (4) the Hopple Street Viaduct

(under construction); (5) the Cincinnati Milling Machine Co. (machine tools); (6) the Bullock Electrical Co. (electrical machinery).

"Each trip is preceded by lectures on the type of plant to be visited, its layout, and its special engineering features. Wherever possible the trip is brought into relation with the student's regular class work. For example, the visit to the Jarecki Chemical Co.'s plant is made in connection with the discussion of the manufacture of sulphuric acid in the class in chemistry. A report of from five to ten pages, including a sketch, is required of each student. All reports are written under the joint direction of the department of English and the technical department concerned. The inspection trips made by the upper-class men differ mainly in that they deal with more specific phases of industry, and that they are in charge of the several engineering departments."

In addition to these local visits, trips to typical works of various kinds in other cities are a part of every engineer's training.

4. Foreign Associations Use Them

The National Council of the Associations in China, under the direction of Dr. D. W. Lyon, has organized this policy of inspection trips as a definite part of the training policy for China. The group of secretaries in training taking such a trip is called a "peripatetic class," and goes about visiting important city Associations under the direction of an experienced secretary, with definite questions to ask, investigations to make, and reports to submit.

Recently a similar group of six Chinese secretaries made just such a trip through America under the direction of Mr. Newton Hayes, and three French secretaries, the first of five parties to be so trained, are at this writing on a three months' tour of American Associations; other countries are planning similar experiences for men of promise.

5. And Our Own Local Associations?

Strangely enough, the plan has not been extensively used by our own American Associations. To be sure, inspections of

good buildings are made prior to the erection of each new one, and men drop in while going to and from conventions, conferences, and summer schools. This great tool, however, is not being used as it might be. It requires time, money, and forethought, and these three facts seem to have limited the application of a good plan. Nevertheless, what "big business" proves to be "good business" soon finds its way into our policies, and in anticipation of a wider application of the idea a study of the whole subject will be timely. Giving the words the broadest possible interpretation, we will study inspection trips as trips through our own local buildings, through the city, to other cities, and to other countries.

II. Inspection Trips through the Home Association Building

A senior secretary should take the new men on his staff on inspection trips through their own building for the following purposes:

1. To learn the general layout of the plant, its theory, and the reasons underlying the size, location, and arrangement of the different rooms and features.

2. To observe the program of the Association in actual operation as a basis for discussion of Association theory and practice, and to become familiar with all the activities as they are regularly conducted. This would include gym, educational and Bible classes, meetings, and socials of all kinds.

3. To get points on building construction and upkeep.

4. To learn how to inspect the plant as to cleanliness, sanitation, order, and repairs, cultivating a nose and an eye for dirt, and studying the whole question of janitorial efficiency. It is well to go over the whole building room by room and together to study the condition and needs of each.

5. To become acquainted with the safety appliances, fire exits, hoses, and extinguishers.

6. To learn how to show the building to visitors.

No great amount of preparation need be made for these trips, nor need they be planned very far in advance.

III. Trips about the City

1. To learn the geography of the city and the location of points of interest, important buildings, offices, institutions, and commercial and industrial enterprises. Without a knowledge of these things, the young secretary is not only unable to direct inquirers at the building properly, but he is in no wise qualified to take an intelligent part in planning the work of the Association in its relation to local destructive and constructive forces, or in executing the plans others have devised and set up.

2. To study important institutions, their theory and practice. These trips would include visits to social settlements, playgrounds, the local courts, and other agencies having a bearing upon the problems of the modern city. Such visits should be annual events. A full list of places to be visited should be prepared at the beginning of the year, and the visits definitely scheduled. Some time before each trip the men who are going should be called together, told their destination and the purpose of the visit, given a description of what they will see, advised as to what to observe most particularly, and informed that a report will be expected after the visit. The group might work out a list of questions they wish to have answered during and by the visit. Preliminary and supplementary reading on the subject, such as social settlements, juvenile courts, etc., might be assigned. Preparatory visits might be made during a man's first year, and the more serious studies made the second year, in coordination with the course on Problems of the Modern City.

A quotation from page 533 of *The Survey* for February 7, 1920, is illustrative here:

"The most important bit of observation work that we did was on our trip to Salem, sixty miles away, where the state institutions are located. Before going we had studied and debated many questions involving the problems of these institutions. Immediately upon our arrival at each institution the superintendent would give us a short, pointed lecture upon the problems confronting him, and would tell us what to look for. Then he would usher us through. At the end of our inspection the superintendent would talk to us again, answering questions

and following up his first lecture. It seemed to me at the time that if every high school graduate in our state could see and hear what we saw and heard on that trip through the institutions for the blind, the insane, adult delinquents, juvenile delinquents, the feebleminded and the tubercular, a widespread reform in our social conditions could be brought about within a few years."

3. For those whose tastes can be directed that way, visits to art galleries, museums, libraries, and important architectural structures are very much worth while and contribute to the making of a good citizen as well as a cultivated man. Have Association secretaries paid sufficient attention to this side of life?

4. Where the Association has work going on outside the building—street meetings, shop meetings, extension work, and other branches—these should be visited, not casually, but as a serious part of instruction in the secretaryship.

IV. Inspection Trips to Other Cities

1. Kinds of Trips

a. General investigation

These trips will be of two kinds: First, trips of a general nature, to give the secretary a broad knowledge of the whole Association Movement, an insight into many of its processes, and an acquaintance with its leaders. Such trips are profitable to both younger and older men in the work. They are not of very much educational value if taken too early in a man's experience. If taken before he goes into the work, they are of little value indeed. He does not know what questions to ask, what to look for, what things to investigate. After a year or two's experience, however, the young secretary has a lot of pigeon-holes into which he is gathering data and material, questions he wants to ask, lines of work he wants to investigate, things he wants to know how to do, pegs upon which to hang what he learns. The broad general trip is then timely.

b. Specific investigation

The second sort of trip is the one taken to investigate a

particular subject, such as building arrangement and construction, educational work, business management, or religious interviews. Such trips are in the line of the work of older secretaries, or men who have had an initial general experience and are about to specialize or have recently begun to do so.

2. Preparation for the Trip

a. Decision as to what to study

When the opportunity for such a trip presents itself to a secretary, his first decision should be as to the subjects he wants to investigate. Guidance from his seniors will be of help. He will prepare a list of things he wants to know about, departments with whose methods he wishes to become better acquainted, problems upon which he wants light, movements with which he wishes to become familiar, features he desires to observe, men he would like to meet.

It is helpful to put each of these subjects of investigation into question form and write it at the head of a page in a loose-leaf note-book of pocket size. As he moves from place to place, he will gather information in answer to his questions, and when he arrives home will have it all carefully classified under subject heads. Such questions as "By what methods are you securing members?" "How are you promoting religious interviews?" would each head a page, and what different secretaries had to say would be all in one place.

A list of "things to do" in each city will also be prepared and checked off as accomplished.

The broadest cultural value of the trip will be furthered by careful reading of tourist guides and encyclopedia articles upon the places to be visited or passed en route. Brief notes under each city will bring these things to mind at the proper time.

Where the trip is a group trip, group discussions should be held in preparation for the visits.

b. Itinerary

Where to go to get the information or education desired is the next thing to be decided. In this it may be necessary to supplement the assistance of the local general secretary by data

secured from the State or International headquarters of the Association Movement. An International secretary of the Industrial Department would give advice as to which cities to visit to see cotton mill Associations, for instance.

The visitor must then find out if his proposed visit would be timely, whether the Association he wishes to visit is willing to give him a little attention and help. It may be necessary to omit one city and choose another because of some local conditions that make it impossible to give the help wanted at the time designated.

The host must be put to no expense or bother in entertaining. The visitor will put up at a hotel or stay in the dormitory as a paying guest, and be a financial burden to no one. Experience shows the value of having room reservations made at least four or five days in advance, based on exact statement as to price of room desired and the probable time of arrival.

The time of year at which the trip is to be made is an important consideration. Men are on vacation or at summer school from June to September, and September and October are very busy months. Perhaps on the whole the middle of November to the first of May is the best time if the best results are to be secured. However, summer trips are of great value, as leisurely attention is then usually to be secured.

3. Processes on the Trip

The general plan of the American Steel and Wire Company is excellent. Note its elements.

a. Concentrated attention on a certain subject or department for each day.

b. Preparatory reading and discussion, resulting in a list of questions or things to observe.

c. Observation and interviews for a period of hours under supervision or with an instructor, taking notes and making diagrams and sketches.

d. Review of the day's work and results.

e. A quiz by the leader of the party, with more attention given to *why* than *how*.

f. A written examination or report.

g. A culling of suggestions for actual application, made at the close of each day and at the end of the trip, a "things to do" list. It is highly important that the secretary be constantly alert for situations resembling those at home, conditions paralleling those in his own Association, arrangements, features, and plans he can use upon his return. Let him constantly ask himself, "What application has this to my own work or situation?" The other great question, to be asked both of himself and others, is "Why?"

The suggested method and questions developed in Chapter VIII, "Departmental Studies," might easily be adapted to this purpose, and were so used in the fall of 1919 when H. A. Wilbur took a group of young Chinese secretaries on a study tour to several of the large Associations of China.

Frequently the traveler can be of some service to the Association visited, giving talks at religious meetings, speaking at shop meetings, conferring with committees, or giving educational talks on some subject upon which he is prepared. Lantern slides, though troublesome to carry, come in handy. Talks outlined in advance are often good things to fall back upon in emergency calls.

4. Reporting the Trip

Upon his return, or the return of the group, the widest educational use should be made of the material gathered. A variety of committees will be glad to hear how their work is being done in other places. The directors will want an interesting statement of things seen and learned. Newspaper articles or interviews should be prepared, different ones for different papers. The staff will want to spend some hours hearing the secretary report and discussing his findings. The gist of the whole investigation should be typewritten and saved for reference.

5. Using the Results

Unless something happens as a result of it, the trip was a failure from the point of view of the Association. The "things

to do" should be submitted to the proper committees and, so far as they are approved, done. Improved processes and obvious forward steps convince the Association officers of the worth-whileness of their investment and pave the way for similar trips for other men until they become an established and scheduled feature of the training plan of the Association. Returns commensurate with the investment must be forthcoming.

6. Cost and Frequency

The Association for which the secretary works should pay the full cost of the trip, or give a stated generous amount and allow the secretary to add to it as he chooses, keeping within a limit of time. Naturally the Association will, under such circumstances, expect the man to devote himself seriously to study on the trip and not make it a vacation or a junket.

The frequency with which such trips should be taken is not easily determined. Short trips may be made at irregular intervals, but the more extended journeys should come at least at the end of a two-year period of training in a local Association, or near the first of the third year. In most cases the secretary will have worked on a small salary and has in a real sense earned this opportunity. From another angle, the Association will profit by the trip and can afford it as good policy. At all events, such a trip should come early in the experience of every man who plans to make the Association secretaryship his vocation for a period of years, occurring, say, within the first three years.

Having taken such a trip at the expense of an Association, a secretary is under heavy moral obligation not to use his traveling as an opportunity for hunting a better job. It should be clearly understood that the trip is to be followed by at least a year of service, and the secretary should feel himself bound not to listen to the tempter who would offer him a position elsewhere. Let him make this a matter of honor as well as of financial obligation.

How much time should a man take for such a trip? One Association gives two and sometimes three months on full

salary. Where distances are not great, very much can be done in four weeks.

The amount of money to be allowed in addition to full salary will naturally vary widely. One Association allows from $100 to $500, varying with the different men and the trip they are to take. The Association will reap in proportion as it sows.

7. An Appeal

Certain Associations will be visited more frequently than others. These can save themselves from undue interference with their work by training different members of the staff to handle those visitors, by having certain information and data readily available in printed or typewritten form, and by regulating the number of such visitors they will receive for training. However, the strong and successful Associations will in most cases feel this is a contribution they are glad to make to the whole Brotherhood and to the cause of the Kingdom, and will put up with some inconvenience for the cause, "for the good of the order," as the strong bearing the burdens of the weak and as hastening the day when the Brotherhood will in truth have a trained secretarial leadership.

V. Visits to Other Countries

1. Americans Going Abroad

In recent years, especially since Mr. L. W. Messer of Chicago made his tour of the world in 1913-14, leading American and Canadian secretaries have visited the Associations of the Orient. These foreign Associations have been greatly helped by visits from such men as Mr. Messer, Mr. C. S. Bishop of Kansas City, Mr. G. A. Warburton of Toronto, and Dr. F. H. Burt of Chicago Association College. It is also true that the trips were of large educational value to these North American secretaries. Such trips are in the nature of graduate work in Association polity and method, and should be taken more frequently by our leading secretaries. No secretary's training is fully rounded while a visit to the foreign Associations is a thing of the future. The resulting broadening of vision, knowledge,

and prestige makes it a positive value to the local Association as well as a fitting reward for ten, fifteen, or twenty years of faithful local service.

Where such journeys to the Orient or Europe are to be taken, matters in addition to Association questions must be attended to in preparation. The season of the year during which certain foreign cities and countries are visited has a vital bearing upon the health of the visitor and the value of the visit. The matter of clothing must be given careful consideration. To be in Japan or China in winter without woolen underwear is a discomfort to be avoided. Steamship schedules must be consulted and bookings for accommodations placed well in advance. Books bearing on the countries en route should be secured, read, marked, and taken along. Little hints about how to travel abroad need to be gathered. The foreign city must be advised of the proposed coming, so as to make provision both for the use and for the accommodation of the traveler. The Overseas Division of the International Committee is always glad to assist and advise in these matters, and to cooperate in helping all concerned get the most out of the trip.

2. Foreigners Visiting America

It will increasingly be the policy of the Associations in Asia, Europe, and Latin America to send single secretaries and small groups on educational tours through America. Association men in this country can render a large service to the difficult work abroad by opening their Associations to these men and giving their stay here the largest educational content. While not easily arranged, it is highly desirable that the foreign delegates get a real insight into the work of local Associations and some actual participation in their activities. Their process of investigation will closely resemble that outlined in this chapter, with the additional need of getting an insight into American life, customs, and institutions, and the handicap of a strange or little-known language. The material in Chapter VIII will suggest methods to be used by the visitors in making their investigations.

VI. Summary

Inspection trips are an important feature in the preparation of strong men for executive leadership and high-grade professional service. This fact is recognized by great corporations and professional colleges, and is gaining recognition in the Young Men's Christian Association.

Such trips are of three kinds: through the local plant, to local institutions, and to other cities. They should be regularly scheduled, faithfully prepared for, systematically conducted, carefully reported, and their findings used. Costs are borne by the local Association, and a liberal policy brings commensurate results.

CHAPTER X

SPECIAL HELP FROM LOCAL EXPERTS

ANALYSIS

I. The Plan
   1. The need of varied knowledge
   2. How to get this instruction

II. Suggested Topics for Presentation

III. Getting the Most Out of the Hour

IV. Outside Help

PROBLEM

How can the Association avail itself of local talent in supplying specialized instruction needed along certain lines?

I. THE PLAN

1. The Need of Varied Knowledge

The Association secretaryship is a composite vocation. It not only has a technique of its own, but it draws important elements from the various kinds of skill that make up other callings. The secretary has contact with life at many points. He must respond helpfully to a variety of calls and possess knowledge of many sorts. There is scarcely a week in which he is not salesman, advertiser, promoter, educator, and adviser on social or civic problems, as well as religious leader and Association expert.

How is the young secretary to be inducted into the mysteries of all these functions? Much of his acquisition along these lines must be self-secured. We can, however, get him a good introduction into a number of them by calling upon local men engaged in these vocations. It is a poor city indeed that cannot supply a first-class representative of almost every sort of sup-

plementary instruction the Association staff needs. He may not be a teacher, but he has the skill of his trade, and we can devise plans to supplement his pedagogical deficiencies.

2. How to Get This Instruction

Have these local expert advertisers, salesmen, educators, and so on meet the staff for one or two periods of instruction in their specialty. Time for these special classes may be arranged at hours mutually agreed upon by the staff. The Thursday morning conference may be omitted once in a while, so as to use that period for this purpose, or one of the secretarial class hours could be so used. This, however, breaks into other important work and should be only a last resort. A far better method than any of these is to plan a regular course of this supplementary instruction, and meet once or twice a month at a scheduled time, the second and fourth Tuesday, from two to three P. M., for instance.

II. Suggested Topics for Presentation

1. Effective methods of publicity. By an advertising expert.
2. Preparing copy for a display ad. Same man, or the set-up man from a good newspaper.
3. How to promote an enterprise. Use a well-known local promoter of either financial or entertainment functions, such as fairs, carnivals, and social events.
4. Modern office methods. By a good office man or the head of an office supply house.
5. Proved efficiency methods. By some one with a reputation along this line.
6. Good and bad checks. By a banker, who will advise the staff how to draw and examine checks.
7. What social settlements do. By a settlement worker.
8. What the charity organization society does. By its superintendent or a paid worker.
9. Some advanced methods in religious education. By the director of religious education in a local church.

10. How to write newspaper stories. By the city editor, who will tell you the kind of copy his paper wants, showing samples of good articles.

11. Some fundamentals in selling. By a good salesman.

12. The local playground situation. By the playground director or some other expert outside the Association.

13. The early days of this Association. By an old-timer.

14. Prominent local families, their interests and achievements. By a well-informed resident.

15. What a business man expects of an Association secretary. By one of your directors.

16. Labor unions. By a local labor leader.

17. Social movements of the day. By one in sympathy with them or unprejudiced in the matter.

18. The public school situation. By a member of the Board of Education.

19. Municipal administration. By the mayor.

20. A modern police department. By the chief of police or police commissioner.

21. What is expected of a good clerk. By the manager of the best local hotel.

22. How to meet the public. By a sales manager, hotel man, or store manager.

23. Special needs develop from time to time, for which a local specialist can usually be found.

24. A prominent local man has just been to some important gathering, a report of which would help the staff. Call him in. Or he may have recently visited some foreign country in which the staff is interested, such as China, Russia, or Japan.

III. Getting the Most Out of the Hour

1. Meet in a thoroughly comfortable and attractive place.

2. Begin exactly on time with the whole group there, giving a demonstration of promptness and efficiency.

3. Coach your speaker carefully as to what you wish him to do, the ground you wish covered, the sort of talk you want him to give. Even sit down with him and together work out

the points he is to make. He will appreciate your cooperation. He is not a mind-reader.

4. Use half of the hour for his presentation and half of it for questions and discussion.

5. Sometimes plan the hour as a group interview. The staff works up a list of questions it wants to ask, and the visitor keeps to these rails. He may have been given the questions in advance. Where the staff knows what it wants, where it needs help, this is a fine method.

6. Set the speech or discussion up carefully, or it will result in disappointment.

7. Correlate these periods, if convenient, with courses you are studying or work you are doing.

8. Relate minor projects to the period if possible. If the men are to learn how to draw checks, have them draw them right there, and let the banker criticize their work. When the city editor comes up, have some samples of your own men's work for him to pass judgment upon.

9. Have demonstrations where possible. Have something made in the meeting, brought to and operated before the group, or shown as a sample. Let the eye aid the ear in the educational process, and the hand take part wherever it is possible.

IV. Outside Help

The machinery of this process will sometimes be used with men from other places. They will be men from other Associations who have been developing a special phase or feature of work, and are invited in to explain their new development to the staff and to the directors or committeemen. Or another local general secretary, a State or International secretary may be called in to discuss tendencies and problems in the Association Movement, to give special help on some local difficulty, or to inspire the staff with a new vision and outlook.

CHAPTER XI

RELATIONS TO CITY INSTITUTIONS

ANALYSIS

I. Important Institutions
   1. Church
   2. Sunday school
   3. Social settlements
   4. Boy Scouts
   5. Advertising club
   6. Rotary and Kiwanis Clubs
   7. Commercial Club
   8. University Club
   9. City Club
   10. Discussion clubs
   11. Athletic clubs
   12. National Guard
   13. State clubs
   14. Political clubs
   15. Cosmopolitan Club
   16. Fraternal organizations

II. Training Values

III. Arrangements
   1. Schedule
   2. Money
   3. Distribution
   4. Generosity
   5. Invitations
   6. Counsel
   7. Report

IV. Summary

PROBLEM

To what institutions should young secretaries be related as part of their training? What are the training values growing out of these relationships?

I. Important Institutions

The general secretaryship is a vocation of many and complex relationships. Consequently, the training of the young secretary should from the very beginning include definite experience with those institutions which ordinarily come within the scope of a secretary's normal work. Relation to these institutions is not based entirely on the fact that a man is a secretary of the Association. They grow out of the fact that, in addition to being a secretary of the Association, he is a Christian, a church member, a citizen, a business man, and a social unit. The institutions to which he will have relations because of this complexity in his life are not all listed below; it may even be that important ones are omitted. Generally speaking, however, a secretary in the normal course of his experience should be actively participating in the work of a number of the agencies here considered.

1. Church

The young secretary should within a few weeks of his arrival in the city connect himself with the church that represents his denominational choice. If this is not done, he is likely to become a church gadabout, a sermon-taster, or even to find the very sense of his connection with the church weakening. It is quite likely that he should visit a number of the churches and seek to become acquainted with the pastors and young people of different denominations and in different parts of the city. But this visiting might better be done in the evening. The morning hours should be definitely dedicated to faithful attendance upon the services of his home church and work in connection with its activities. His work with the church would express itself in such forms as ushering, singing in the choir, helping in financial campaigns, and, in the case of men somewhat older, some such official connection as elder, steward, or deacon. It not only helps the man himself but materially helps the Association, when this permanent and helpful relationship to a local church is a generally understood matter. It emphasizes the Association's status as a church agency.

The training values are obvious, for the young secretary learns a great deal about the nature and function of the church, its methods and responsibilities, and frequently gets valuable experience from the handling of the church's affairs, a real foundation for his future duties as general secretary.

2. Sunday School

The Association has an important function in relation to religious education. The Sunday school is an agency in which the secretary can secure vital experience with the processes of religious education. The Sunday school affords him an opportunity of studying the religious nature and needs of boys and young men, and a chance to devise and experiment with processes meeting these spiritual needs. He learns the content of the courses of study offered by the Sunday schools and thus becomes familiar with some of the chief materials of religious education. Surely a man is not qualified for leadership in meeting the religious needs of men and boys if he is not familiar with the work that is being done in the Sunday schools, the courses they follow, the methods they use, and the degree of their success. The wise young secretary will, therefore, not only seek the opportunity to attend a good Bible class and serve as a "booster" thereof, but will eventually undertake to lead classes himself and gain experience as a teacher and an officer. He also has opportunity for securing good experience as a song-leader if he has any talent along that line, though he would, of course, not use the rather informal methods of the army camp.

3. Social Settlements

The needs of the under-privileged members of society and the methods used by the social settlements in meeting these needs are matters with which the secretary-in-training should secure experience. Faithful work in a settlement in some of his off-time—leading a club, or teaching a class, or helping in minor ways—will give him an insight into the functions and processes of the social service agencies of his city and incident-

ally demonstrate the sympathy of the Association with local social service and welfare movements.

4. Boy Scouts

The Boy Scout Movement is one of the greatest agencies ever devised for the culture of manly qualities in boys. While it lacks religious emphasis in many instances, its aims and methods are well worth knowing. Not only are the processes of a great movement to be learned by service as a Scoutmaster or as an assistant, but in addition knowledge of boy life and tendencies is to be gained from this experience.

5. Advertising Club

This club usually includes many of the livest young men in the city. Membership in the club gives the young secretary valuable personal contacts with a group of progressive men and furnishes many suggestions concerning methods of promotion and the conduct of meetings.

6. Rotary and Kiwanis Clubs

The nature of the training in connection with these is very similar to that secured in the Ad Club. Both connections are not necessary on the part of the same man, but each young secretary should have a chance to belong either to the Ad Club, the Rotary Club, or the Kiwanis Club.

7. Commercial Club

As a rule, membership in this organization would be an opportunity available only to older men. From the point of view of the Association, however, one of its staff should be connected with this institution. It is a training opportunity for a departmental head or general secretary rather than for a beginner.

8. University Club

College men on the staff will secure valuable social experience and helpful contact with growing men through member-

ship in this institution. They will not use their membership as a means of promoting the Association, however, but will seek in the club the intellectual stimulus of meeting with men of affairs and the general educational value of taking part in its activities.

9. City Club

Boston and other cities furnish in their city clubs wonderful opportunities for young men to hear and meet leaders in all sorts of enterprises and in productive thinking. As a training feature in a man's experience they are invaluable.

10. Discussion Clubs

In many cities there are to be found groups of thoughtful men who like to come together for the discussion of science, of public questions, and of special lines of research. Clubs of this sort bearing such names as Public Question Club, Outlook Club, Social Science Club, and Scolia Club, afford opportunities which should be seized when they are available.

11. Athletic Clubs

Golf, tramping, swimming, and athletic clubs of other sorts furnish training in a different realm and relate a man to the outdoor physical activities of his city.

12. National Guard

Experience with this agency as a means of contacts and of training has not been uniformly successful. In some cases, however, secretaries have found it genuinely beneficial to be members of the National Guard.

13. State Clubs

Not infrequently worth-while experience is secured through membership in clubs composed of people from the same state, such as the Ohio Club, or "Native Sons."

14. Political Clubs

The secretary is not only a Christian leader; he is a citizen, and much of his citizenship has to find its expression through connection with the political party. It is not necessary that the young secretary should make speeches on the street corner, and it is not desirable that he should become a ward-heeler. But quite apart from stump-speaking and personal canvassing, there are experiences to be secured in connection with political clubs that are worth while.

15. Cosmopolitan Club

One of the finest training experiences that a young man can secure is the contact with men of other races. This can frequently be secured by membership in a cosmopolitan club composed of the nationals of many nations living in the city.

16. Fraternal Organizations

The important place that these occupy in the lives of many men makes it desirable that at least some members of the local staff be in touch with them and understand their workings.

II. Training Values

The particular kinds of training that a young man can secure through connection with these various city institutions need only to be mentioned to be recognized. Among the most important are the following:

1. Knowledge of affairs, of what is going on in the world and in the city, and how the work of the world is done.

2. Acquaintance with leaders, the opportunity of studying their personalities and methods of work as well as of gaining inspiration from their ideas and ideals.

3. Business and promotion methods, and ways of doing many kinds of things.

4. Contact with growing men.

5. Experience in the normal processes and duties of citizenship.

6. Identification with real life. It is easy for a secretary, because of his being in a religious calling, to feel a sense of detachment from affairs and of separation from other men. Participation in the club and institutional life of a city serves as a check on this tendency to detachment.

7. A chance to study and practice the art of leadership, of getting measures before men, securing their adoption, and carrying them to completion.

8. Opportunity to plan work and work plans.

9. A chance to measure one's self with other men and thereby realize both personal deficiencies and efficiencies.

10. Experience in creating and managing or participating in city-wide movements of a civic, social, political, religious, or educational nature.

11. The seeing of other sides of life than that of prosperous and successful men, afforded by active connection with settlements and other social welfare agencies.

12. Experience in teaching, especially in Sunday school, settlements, and the Scout Movement.

III. Arrangements

In order to make it possible for every member of the staff to secure experience with a sufficient number of these organizations to make him familiar with all the relationships involved in the secretaryship of the Association, it will be necessary for the staff and directors to make careful arrangements whereby such broad participation can be made possible. The following elements will be considered:

1. Schedule

The man working on a schedule of more than forty-eight hours a week is not likely to have much energy left for agencies other than the one that pays his salary, and this is very unfortunate. Schedules, therefore, will be considered from two angles. First, to see that the demands of the Association upon the man's time are reasonable; and second, to see that the claims of outside agencies upon his time are equally wisely restrained.

2. Money

Many of the young secretaries will not be able to pay the dues involved in belonging to these organizations. It is customary in some Associations to pay secretaries' membership fees in such organizations as the Ad Club and the University Club, on the ground that both the training value of membership and the contacts with the men of the city justify the expenditure. This membership in a number of organizations might be secured in some instances for other members of the staff by the general secretary's forgoing some of the club connections which are paid for by the Association and transferring them to the junior members. It is better to have a number of men in different organizations than to have one man in all of them.

3. Distribution

The younger secretaries should be distributed among the different agencies of the city. In order to give each man experience with a variety of organizations, these connections might rotate or be interchanged in the middle or at the end of the year, according as it is convenient for the man and the organization.

4. Generosity

It will be a very easy matter for a general secretary to become jealous of the growing influence, civic standing, and general popularity of other members of his staff. The man of broad, kind, and true Christian spirit, however, will rejoice that these men are increasing, even though he may think that in some respects he is decreasing. In the long run, the general secretary who takes a broad and generous view of things and finds happiness in the growing strength and influence of other members of his staff will find himself most happily situated in his own self-respect, in the affection of his men, and in the esteem of his fellow-citizens.

5. Invitations

While it will be quite proper for the young secretary to take the initiative in joining many of these organizations, there are others in which the initiative had better come from someone else, or which are joined only upon invitation. The tactful work

of the general secretary can ease the situation by seeing that the proper invitations are extended to the members of his staff to become affiliated with such clubs and organizations as it is desirable for them to join.

6. Counsel

The younger men and the general secretary will frequently counsel together concerning the amount of work they should do outside the Association and the nature of their activities; the younger men will also seek the general secretary's aid and advice in connection with duties they have assumed and plans they are forming.

7. Report

The secretaries-in-training should from time to time report to the general secretary the progress they are making, the ground they are gaining, and the difficulties they are encountering.

IV. Summary

The training values to be secured from connection with the various clubs, institutions, and organizations of a city are so closely related to a man's task as a secretary that the opportunity for these experiences should be provided for every younger man on the staff and continued through his connection with the Association. These contacts should be permanent in their connection with the church and Sunday school, and varied as regards many of the institutions that make up civic life. The general secretary should take the initiative in seeing that these connections are formed and in getting out of them the largest possible value.

CHAPTER XII

UNIVERSITY RELATIONS

ANALYSIS

I. The Case for Graduate Study
   1. A scientific basis required
   2. Light on problems desired
   3. More scholars needed
   4. The appeal of an intellectual calling
   5. Research gives standing
   6. Study and leadership
   7. Study produces mental alertness
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II. Plans at Present in Operation
   1. Montreal
   2. New Haven
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III. Possible Arrangements
   1. Work for A.M. degree
   2. Special work
   3. Sabbatical year
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   7. Teaching
   8. Possible cities

IV. The Association Colleges

V. Summary

PROBLEM

What arrangements can be made whereby our secretaries may take courses in near-by colleges and universities?

Thirty-four large American and Canadian City Associations are located within one hour's ride of important universities or first-class colleges. The resources of these institutions could easily be related to our Associations and used in the training of secretaries for more thorough work. Men who have had college training should be encouraged to do graduate study related to their tasks, and to those who have not received the bachelor's degree this door to wider intellectual preparation should be thus opened.

I. The Case for Graduate Study

1. A Scientific Basis Required

The Associations, present and future, require a more scientific basis. When an institution is small, its processes may go quietly along without much thought as to whether it is on the right track or not; not many men are affected by its activities, and when the net result is some good, criticism that its results are not all that could be desired do not arise. The Association, however, has become so large, has attracted so much public attention, has been given such large funds, reaches so many thousands of men and boys, and promises so much for the future that its errors and inefficiencies become matters of public concern. Its processes must be examined to see if they are on a solid foundation, its policies scrutinized to discover whether or not they square with the best thought available; its plans, courses, and methods must be elevated from the stage of haphazard and hit-or-miss to scientific procedure and assured achievement. To attain these ends, the employed officers of the present and future must be men trained in the scientific method and possessed of the results of specialized investigation. To go ahead without this expert counsel within our ranks is to court inefficiency and failure, not to say contempt and ridicule.

2. Light on Problems Desired

The Association needs more light on the problems in the following and related fields: religious education, vocational

education, industrial relations, Americanization, psychology, business administration, statistics, biblical pedagogy, the Bible, missionary theory and practice, physical education, recreation, sex hygiene, elementary and secondary school method, adolescence, labor problems, economics, charities and correction, and the social problems of the modern city and the rural community. The way to this needed light lies through graduate study, field work, and experimentation conducted under the supervision of real experts.

3. More Scholars Needed

The Brotherhood needs more scholars, says John R. Mott. Too few secretaries are studying. We have too few students who think, constructive and productive thinkers, men who know, who are authorities. Not enough men are contributing new ideas, enlarging the method and scope of the Association, devising new tools with which to work, enriching the vocation.

4. The Appeal of an Intellectual Calling

The opportunity for graduate study and encouragement of it would attract to the ranks of the secretaryship men to whom it does not now appeal, men who wish to enter a vocation in which brains have rank at least equal to that of "steam." There is a type of man who combines both motor-mindedness and intellectuality; we need such men, and the Association calling should be made a congenial one for them.

5. Research Gives Standing

The results of advanced study and research applied to the problems of the Association would so count to elevate the whole tone of the work as to give the employed officer more standing, and the vocation status as a profession.

6. Study and Leadership

On this subject of the need of Association secretaries for advanced study, John Bradford of Montreal writes, "So far as my experience goes there is no difficulty in any man giving at

least one hour a week to courses in this way. Last year three of our men took work in this line, while over 200 workers with the various social agencies in the city took courses. The response from the other agencies such as settlements, nursing orders, clubs, etc., was far greater than from our own men, which leads me to feel that this is a serious situation and one which demands attention. Certainly if workers in other fields of social and religious effort are willing to put in one or two hours a week in study in accredited universities and our workers cannot find time to do this, it is obviously only a question of time when from the standpoint of leadership in a community we shall be relegated to the rear."

7. Study Produces Mental Alertness

From the point of view of the secretary himself, he needs and often craves the opportunity for study to keep himself mentally alert. One of the most highly educated general secretaries in the movement writes: "I find that I do very much better work and do it a great deal more thoroughly if I take advantage of class-room work, if that can be secured. The older I grow the more I feel the need of the mental gymnastics of the school room." Another local general secretary writes thus of the work done at Columbia and at Harvard in the midst of a busy secretaryship: "Both of these courses were in the department of economics, and I feel that the broader view obtained and the cultural value of these courses was distinctly worth all they cost in both money and time."

8. Such Study Is Being Done

Now it is encouraging to be able to report that one finds both a conscience on this subject and a cordial response to the suggestion that more graduate study should be done by men active in the secretaryship. Further, it is good to be able to say that a few men here and there are now doing such study or have had successful experience with it. One general secretary who has carried university courses says he is going to do more next year. Several physical directors report work they have done at

Harvard, and a number have studied in the universities located in New York City.

One man reports thus: "When I was at Auburn, N. Y., both the general secretary and myself put in at least two hours a week in taking courses in religious education, psychology, and other subjects at the theological seminary in that city. It was simply a question of the arrangement of hours in our three-man Association."

More data on this point will come out in the next section; this one merely reports a wholesome and encouraging sentiment on the subject; the next will reenforce this optimism.

II. Plans at Present in Operation

1. Montreal

A member of the Montreal staff teaches a course in McGill University called "The Social Development of a Community," and members of the staff take the course and other work in the McGill University Department of Social Service.

2. New Haven

Each man on the staff is urged to take a regular two-hour course in Yale University. Of the regular secretaries, "eight are either teaching or taking work or doing both at the university." The whole Brotherhood knows how this Association has been growing under the present administration.

3. Columbus

Young college graduates coming on to the Columbus staff enter Ohio State University as graduate students and take a course designated as Sociology 115-116, which is listed in the catalogue as a field course. This course gives eight hours' credit for two years' work. The supervisor of this course simply tells the Association secretary to carry out his regular work at the Association under the direction of his senior secretary. Clifford K. Brown, who directed the training of the men at Columbus, says:

"We expect our men to take three two-hour periods per week at the University, in addition to the three forty-five minute periods in our building. The courses undertaken by our men this year have all been in the field of Psychology, Sociology, Economics, and Political Science. They have included courses on the negro problem, on community recreation, on recreation and leisure, and also theories of social practice. Next year the two men who remain with us as second year men will write their master's thesis along some line of work definitely a part of their Association duties here. It is more than likely that one of the men will make a survey of certain industrial conditions, which survey will be very valuable to us a little later on when we undertake work in those communities where the survey was made. I, personally, am positively convinced that we have run across a very happy solution of the training problem. We attempt hereafter to take no men but college graduates, and to sign them up for two years. We insist that the men look upon these two years in exactly the same way as any professional student would look upon graduate work in preparation for his profession.

"I am very glad to say that our men have done very creditable work at the University. The University seems to be entirely satisfied."

Three men were taking the university course as part of their Association training. Thirty hours of credits are required for the master's degree at the Ohio State University, usually covered in two years' work. As indicated above, the Association men receive eight hours' credit for work done in the Association building and take courses at the University giving them twenty-two hours' credit. Mr. Brown further comments, "This enables a student to secure his master's degree at the end of the second year without seriously interfering with the work which he does in our building. This means that our Fellowship men will be bigger men and better men than they otherwise would be."

4. New York City

The policy in New York City provides that full-time secretaries may carry one course in a college or university. One man secured his master's degree by giving two and three hours

a week to university work for three years. Mr. Walter T. Diack, the general secretary of the New York City Association, favors the men's carrying university work where this is part of a man's training for the secretaryship and where the Association work is clearly the man's first interest. Mr. Diack writes, "When a man has asked about study, I have recommended that he take as much as he can drive but not so much that it drives him. When an Association secretary's work drives him, he is liable to neglect either his study or the Association activities and to find satisfaction in neither."

The man referred to above who took his master's degree says, "I found that I could carry two or three hours a week for the three years that I studied without any interference with my regular work; in fact the diversion was a help. In my case I made the Association work the main objective and the educational advantages secondary."

5. Philadelphia

W. O. Easton, secretary at Philadelphia Central, writes:

"Usually each season several of our men take up work at the University of Pennsylvania or Temple College or elsewhere, looking toward further training for improved service within the Association. . . . In all the cases we have had we have felt that the courses taken, selected usually after counsel, have contributed to the efficiency of the man in his immediate task. Sometimes the men have overloaded in courses and have been obliged to discontinue some of them so that their Association duties should not suffer. As nearly as we have summarized our experience, our men have not been able to take more than four hours' class work and carry a full schedule of Association duties. When they attempt more than this, either one or the other suffers. I do not think we have had ill effects from encouraging our men to do college work while carrying their full schedule."

6. International Committee

The International Committee home department has frequently found it desirable to have members of its staff take work in Columbia University, New York University, and near-

by seminaries. Such specialization, relating to work the man was doing, has been along the lines of religious education, business administration, statistics, teaching, and other subjects. The Committee has no doubt that it pays.

The Foreign Department has long followed the policy of having its men here on furlough do graduate work in first-class seminaries and universities. Secretaries for Japan, a country which is in the midst of a great industrial development with almost overwhelming problems, have this year taken most valuable work on industrial and labor questions. The keen business men back of the Foreign Department know that this is a wise policy. One is reminded of Dr. Mott's phrase, "Time spent in sharpening the sickle is not lost in the harvest."

7. Summer Schools

Many of the large universities conduct very high-grade summer schools for periods of six weeks. Different secretaries have been given leavé of absence and taken these courses with great profit. They offer tempting programs.

III. Possible Arrangements

On the basis of what is now being done in a few places, what has been done in scattered instances, and conversations and correspondence with employed officers, the following suggestions are offered as to ways in which provision may be made for the opportunity for graduate study by employed officers:

1. Work for A.M. Degree

On this arrangement, a young man just out of college is recruited to the Association staff with the understanding that he is to give about six hours of time a day to scheduled duties with the Association and to be allowed to carry four hours a week at the university counting toward a master's degree, which is to be secured in two or at most three years. Perhaps, as at Columbus, the university may consent to give academic credit for training-center courses taught in the Association and for

experimental work in the Association, making the securing of the A.M degree easily possible in two years.

Where this is the plan, it should be clearly understood that preparation for the Association vocation is the end sought, and not the securing of a degree. The job at the Association is not a pot-boiler to make school work possible; it is not a means of paying expenses while taking an A.M. The man goes to that Association to receive training for the secretaryship, and his daily work, his training-center classes, and his university studies are of coordinate importance to that end. All this should be clearly understood in advance by both parties to the arrangement. Naturally the man in training does not receive as much salary as he would get for eight hours a day of undivided Association work. He should, however, receive enough to make decent living possible, to provide a margin of savings upon which to get married, and to make the situation attractive.

This policy might necessitate a slightly larger junior staff. Three instead of two young college men might be required to cover the fifteen hour a day front-office schedule. But the extra salary will be fully compensated for by the improvement in the quality of work done, by the better type of man drawn to the position, the improved standing of the Association as an employer, more scientific work by the staff, and a finer leadership for the Association Movement.

The general secretary who sees the power of this plan will personally go to colleges near his city or in his state and get in touch with prospective candidates, not a few weeks but a year in advance. He will fish in certain ponds year by year until it becomes a recognized thing in that institution that one of the best students in the senior class is to be chosen for an attractive Fellowship in a certain large city Association, with opportunity for specialized graduate work in preparation for the Association secretaryship. Is such a tradition an asset to that Association? It is a regular endowment!

2. Special Work

This plan, the one followed at McGill, Yale, and by the In-

ternational Committee, does not contemplate the winning of a degree, though that is desirable, if possible. The end sought is the preparation of the secretary for high-grade work along some important line related to his duties. This might require one, two, or three periods a week of college work, and such opportunities should be open to any man on the staff.

3. Sabbatical Year

One of the Association's highly respected intellectual leaders, Prof. H. H. Horne of New York University, has suggested the advisability of granting to strong secretaries a sabbatical year, or part of a year, of absence for this sort of study. The Associations that institute such a plan will reap a reward of better work, higher local and general standing, fewer staff changes, and more general satisfaction or morale, with a growing place of constructive leadership in the Brotherhood. Such study is sure to result in an important new departure in forms of service to the men and boys of the city, a more resultful religious education, and higher productiveness generally.

Naturally, all or a large part of the secretary's salary must go right on while he is away. It may be that eventually the Association Movement will possess scholarships that will be available for such men—real scholarships in four figures, for nothing else will count.

4. University Summer School

More men should avail themselves of the work offered in six weeks' courses by the large universities. These courses cover almost every line of Association interest—physical, educational, religious, industrial, administrative, and others. Some of us will be moved to object at once that these men should be in the regular Association summer schools at that time. Two points should be borne in mind. First, the Association should avoid too much inbreeding, and should go into other fields to gather its fruits. Second, the Association summer schools were made for the secretaries and not the secretaries for the summer schools. When a secretary can find something better some-

where else, the good must not be the enemy of the best. One summer out of three or four in a university summer school will be an immediate gain for the secretary and an ultimate gain for the whole Movement.

5. Release after Two Years

It frequently develops that in the course of two years of service with the Association a bright young secretary finds a field in which he wishes to specialize. Perhaps he discovers a clear gift in educational work. However, his college training has been only general and he knows little or nothing about the theory of education. As a result, he wabbles and wanders in a field in which with a year of study in Teachers' College, he could walk with force and directness. Yet time after time such men fail to secure this greatly needed initial preparation, and twenty years of subsequent service are far less effective than they might have been; and the Association has a lot of pseudo-specialists, men of much earnestness and practical skill but deflected by fundamental errors of procedure and hampered by lack of good tools.

All this can be changed if we will cease our hand-to-mouth existence and give our promising young secretaries a chance to get some fundamental preparation for specialized departments such as educational, religious, and boys' work. A year of study after two years of service will often direct men to principles and paths to be followed for many succeeding years, to the great gain of the Association. Men leaving on such an errand will naturally assume certain obligations as to returning.

6. Thesis Work

Activities carried on by the secretary can often be the basis of work on a thesis directed by a university expert and counting for academic credit. We have opportunities for experimentation in religious, general, vocational, and physical education, for instance, to name only a few, equalled by no other experiment-station. Survey, plan, experiment, report, use—what a chance if we ever see and seize it!

7. Teaching

At some universities a few secretaries have done regular teaching along Association lines. McGill and Yale and the Pacific School of Religion are cases in point. It is a stimulus for the teacher and helps to prepare men for Association work. There are plenty of secretaries qualified for such teaching, we are proud to report.

8. Possible Cities

The list of places where this plan could be worked is good to look at. If there were but few such possibilities it would hardly be worth suggesting to the Brotherhood as a whole. But think of Boston and Cambridge, with Harvard, Boston University, and M. I. T.; New Haven with Yale; Hartford with the Hartford School of Religion; New York and Brooklyn with Columbia, New York University, and Union; Montreal with McGill; Toronto with the University; Philadelphia with the University of Pennsylvania; Chicago with the University; St. Louis with Washington University; Nashville with Vanderbilt and Peabody; Pittsburgh with the University; Columbus, Cincinnati, Providence, Rochester, Baltimore, Minneapolis, St. Paul, San Francisco, Oakland, Berkeley, Los Angeles, Lincoln, Denver, Seattle, Madison, Atlanta, and Syracuse—to name only some of the outstanding cities where in most cases the Associations employ a large staff.

IV. The Association Colleges

The opinion is held that ways can easily be worked out whereby the Association colleges can play a more important part than has thus far been arranged in the training of secretaries *in* the secretaryship. The function of the college has been conceived as a rule as that of training men *for* the secretaryship, and general secretaries here and there who realize the importance of these institutions have sent them new recruits for one or another phase of the Association vocation. But it is possible to make a much larger use of the facilities afforded by the colleges. After conferring with some of the

Association college authorities, the following suggestions were offered as ways in which local Associations can secure profitable training relations with the colleges:

1. Go to the Association colleges for shorter or longer terms to make use of the research facilities of these institutions in studying questions bearing on local Association problems. The libraries and laboratories of the colleges are available for such work, where proper arrangements are made, and the experience of the members of the faculties in scientific research should be drawn upon more largely than has heretofore been the case.

2. Men frequently enter the Association secretaryship without special training, who do not find in a particular field the proper means and facilities for their self-education. After these men have demonstrated their likelihood of success in the secretaryship to a degree justifying the spending of time and money on further preparation, they should be encouraged to take work in the Association colleges, with a view to learning proper methods of study and getting a broader foundation for a professional career with the Association.

3. Members of the faculty of the Association colleges will in certain cases make syllabi of courses covering nine months' reading and study, including suggestions concerning the preparation of special papers.

4. All the colleges have expressed a willingness to have members of their faculties visit local Associations and help in setting up certain phases of training for members of the staff.

Developments of this kind will be in line with the tendencies in our state universities during the past ten years. Formerly the great resources of these institutions appeared to be open only to those men who could completely cut away from other duties and enter the universities as full and regular students. Latterly the university has conceived itself as owing a duty not only to those students who come on to its campus but to a large number of men and women throughout the state for whom study in residence was out of the question. As a result, extension courses, institutes, special service, advice and counsel, and visitation service were instituted by the university until it

was said of one state—Wisconsin—that one person in every ten was receiving direct benefit from the State University at Madison. A similar development within the Young Men's Christian Association would be both timely and welcome. The relation of the field to the colleges has been largely that of supplying students and money, a few of the former and not too much of the latter. Doubtless our Association colleges will in time parallel the field service of our state universities and will devise definite means whereby they can have a relation to the training of men in, as well as for, the Association vocation. To make this possible and effective, it will of course be necessary for the field to render the colleges more hearty and effective financial support, in order that the faculties may be strengthened sufficiently to make visitation and extension work possible.

V. Summary

Seven reasons are urged for the Association secretary to avail himself of the opportunities for graduate study to be found in over thirty large American and Canadian cities. Sufficient experimentation has been done along this line by secretaries in large cities to justify the recommendation that much more of this sort of thing should be done. Its results would probably be seen not only in better trained men but in the increased attractiveness of the Association secretaryship to men seeking a vocation in which they will have full opportunity for the use not only of their physical energies but of their intellectual resources, and in which study and research are encouraged. It might result in developing that desired type of secretary designated by one of the state secretaries of New York as "the thinking executive."

No one form of university relations is recommended for every city. Experimentation, not standardization, is the word for this stage of the development of the plan.

CHAPTER XIII

ASSOCIATION SUMMER SCHOOLS

ANALYSIS

I. Scope of This Chapter

II. Purposes of the Summer School

1. Continuous training
2. Hasty preparation
3. Training in fundamentals
4. Interchange of experience and opinion
5. Advanced work
6. Contacts
7. Inspiration
8. Incentive to study at home
9. Professor Horne quoted
10. Which of these?
11. Educational aim
12. Have we erred?

III. Processes in Relation to Function

1. Class-room work
2. Supervised study
3. Private study
4. Interviews
5. Chapel
6. Examinations
7. Book tests
8. Social distractions
9. Faculty meetings
10. Exhibits
11. Mode of enrolling
12. Advertising and promotion

IV. Equipment in Relation to Function

1. Rooms
2. Chairs and tables
3. Blackboards
4. Study facilities
5. Library

V. Curriculum in Relation to Function

1. English Bible
2. Association history and principles
3. Religious work principles and methods
4. Educational processes
5. Association methods
6. Project units
7. Related general knowledge
8. World work and outlook
9. Problems of the modern city
10. Church history
11. The personal life of the secretary
12. Leadership, group and personal
13. Boys' work
14. Industrial work
15. Fundamentals of Christian faith and teaching
16. Courses for secretaries' wives
17. Three general problems

VI. Teachers in Relation to Function

VII. Summary

PROBLEM

What arrangements in regard to processes, equipment, curriculum, and teachers will make the summer schools contribute most in the training of secretaries?

I. SCOPE OF THIS CHAPTER

This discussion is limited to the distinctly educational aspects of summer schools, as they appear to a general secretary who is seeking to give his staff training advantages and to further his own growth. A number of phases of the summer school question that are discussed in the Conference on Professional Training are not touched upon here. This is not meant to be a treatment of the whole summer school problem. The point of view of the local general secretary and his staff is the basis of selection of topics. National aspects of the subject are not considered, nor are managerial questions, apart from their relation to good teaching, for this is a book on staff training and not on Association theory as a whole. The needs of the student, not the needs of the school, constitute our theme.

The presentation is at some points not so full as it would be had not these been so well covered in Mr. Urice's monograph, "The Silver Bay Experiment of 1919," published by Association Press. The educational theory underlying each treatment is the same, and the monograph should be read with this chapter. Its thirty-six pages report an important effort to bring the Association summer schools into harmony with the best modern educational thought.

Our procedure will be to consider the function of the summer school and then the relation of processes, equipment, and curriculum to securing this end.

II. The Purposes of the Summer School

1. *Continuous Training*

The summer schools grow out of a realization on the part of progressive secretaries that their training is a continuous matter, and not a thing ever completed. They rest on the conviction of Association employed officers that they must take a period of time every year for special study of their work and preparation for more effective service. The schools are a popular democratic institution developed by the secretaries themselves to meet their own needs, and are consequently designed to train further men who are already in the secretaryship.

These schools should not be thought of as a short-cut to training for the Association vocation. Experience shows that they are not especially effective in getting men ready for the secretaryship. Their largest effectiveness is with men who come to them with a background of actual experience and real problems upon which they want light. Of course they are of value to the inexperienced beginner, but an examination of the achievements of the summer schools shows that they serve best that end for which they were designed—the further training of men having some secretarial experience. The psychology of the apperceptive basis is the scientific explanation of this fact.

This function clearly recognized, it is evident that the summer school is in no sense a rival of nor substitute for the training center or the Association college, the standard agencies for

the training primarily of inexperienced men. The summer school cannot take the place of either of these agencies, nor can either training center or Association college fill the place of the summer school. It has its own function, and is the only agency in that field.

2. Hasty Preparation

Emergency situations frequently lead to the use of the summer school as a means of getting a man ready quickly for a position he is to take in the fall. New men frequently enter the work through the open door of the summer school. We fool ourselves, however, if we think this is good preparation, or a real function of the institution. It is a hasty makeshift, a life-buoy to keep a man from drowning; indeed, it has just about the same desirability as a preliminary training agency as a life-preserver has as a means of navigation; it keeps the man afloat until someone rescues him.

This is not said in derogation of the summer school. It is a protest against misusing it, and expecting it to do things it cannot do well. Men cannot be effectively trained for a vocation away from the scenes of that vocation. The school-teacher is trained in a practice school, the engineer in a mill, shop, or engineering project, the lawyer in his moot court, and the doctor in a clinic and hospital. After he has had actual experience, the doctor can go apart from the scene of his work for conference with other doctors about his problems. Such conferences would be valueless to him before his laboratory and hospital days. Just so with the secretary. The conference and classroom processes have their largest value after or in the midst of experience. For this reason the summer school is a valuable training for experienced secretaries, and of minor value (we do not say no value) to the inexperienced beginner. For him it is at best hasty, makeshift training, and this should not be forgotten or overlooked.

3. Training in Fundamentals

One of the purposes of the summer schools is well stated in

a conference report as "to furnish training in fundamental Association objectives, principles, and current developments." They serve these three purposes well, as all secretaries of experience will testify. Men are every year conscious of the corrective of deflection received in them, of a brightening up of an obscured objective, a new grasp of principles already learned, and a view of principles not previously recognized.

4. Interchange of Experience and Opinion

It is a great thing to go to the summer schools, tell about one's difficulties, and learn how others have met the same situation. This value is especially characteristic of those classes in which discussion is a feature, and to which all make their contribution. But, even where class-room work is at its best, perhaps the best education consummated at the summer schools takes place when two or three men pull up their chairs and talk it over. These small conferences and conversations are among the chief prizes.

5. Advanced Work

Frequently summer schools offer courses having a relation to Association work, but not part of its own technique—courses in social theory, economics, biography, and other related general knowledge. These opportunities for specialized study or glimpses into interesting fields are in full harmony with the purposes of the institution, and are one of its proper functions.

6. Contacts

The social and professional contacts with fellow-secretaries and the leaders of the movement are of real training value. This opportunity for fellowship in the vocation and for studying the personality of men in the same work is a feature not to be lowly appraised. It helps to make a great movement become a real brotherhood and elevates the conception of what a secretary should be.

7. Inspiration

This function is well served. It would be a cold man indeed

who could go through the usual two weeks and not feel the thrill of his calling, receive inspiration to better living and more effective service, experience the very presence of God, and have his whole vision enlarged. There is also the inspiration of increased ability. There is truth in the statement that "the skillful man is the inspired man." Knowledge that we can now do the thing better makes us impatient to begin the task.

8. Incentive to Study at Home

This two weeks' experience in study frequently makes men want to do more study. Lines of investigation are suggested, avenues of research occur to one, good books are mentioned, and the whole value of study is made clear. Mental machinery gets oiled, intellectual joints and muscles are stretched, and study takes on new attractiveness. This function, now somewhat incidental, might well receive more attention.

9. Professor Horne Quoted

"The aim of the summer school is the cultivation of effective personality. It involves certain information as to principles and applications, directions to sources of help, training in accomplishment of tasks, vision, and imaginative grasp." This was said extemporaneously in conference, so all that it involves may not have been mentioned. As it is, the statement is worth studying.

10. Which of These?

Two entirely different ideas of the function of the summer school are held by summer school leaders. Some say the students want to be told how to do things, and what to do; that they come to get their notebooks filled with good outlines and suggestions. They come to "tank up," so to speak. The other group thinks quite differently. They admit that this tanking-up process may be what the students come for, but think a better thing can be done for them. Teach them to dig wells. The tank runs dry or leaks. The man who can dig wells never lacks water. Instead of teaching men solutions, teach them how to

solve. Instead of telling them what to think, teach them how to think. To quote Dewey again, help them to acquire "skill in methods of attack and solution." Shall we aim to produce obedient doers or "thinking executives"? Shall we tank them up or teach them how to dig wells? Is a man's mind a tank or is it a tool? The answer determines the teaching process to be used.

11. Educational Aim

The educational aim of the summer school should include the ideas of personal growth, larger ability to find a way out of difficulties, increased initiative and resourcefulness, outlook, and high character. The processes used should be carefully tested to see if they further these aims and measure up to the educational tests in section I of Chapter III.

12. Have We Erred?

Have we made a mistake in trying to combine school and vacation in a single two weeks' feature? Some think so. We have so presented attendance upon summer school that men have come to look upon it as one way of spending a vacation. The out-of-door features have been so played up that educational elements are not getting due recognition. The baneful results of combining summer school and vacation, study and outing, are now becoming evident. They are these:

a. Directors grant a two weeks' period as a vacation, with the expectation that the secretary will use it for summer school purposes. The secretary himself is father of the heresy. Let him repent and tell the directors that school is not a vacation activity, and that he wants two weeks for vacation, or a month if that is his allowance, and then two weeks for summer school in addition. Our employed officers will do well to separate vacation time and summer school time in their own and in their Board's thinking. Each object is a worthy one; each end should be properly served—school plus vacation, not school *while on* vacation. The sending of men to summer school should be regarded by directors and by staff as an important

part of a year's work, and provided for both as to time and as to money entirely apart from all vacation plans.

b. Attention while at the school is divided between a sense of duty to study and a sense of duty to get a rest. As a result, school work is but indifferently done in many cases, and vacation interests do not get their due either. Men should come to the schools with the single duty of school work. Exercise and recreation will then be planned to *further,* not to frustrate, study.

c. The equipment is both located and built as a vacation resort, with the result that the equipment is in almost all cases poorly adapted to class work or study. With the exception of Lake Geneva, not one of the schools is really well equipped for class-room work for a large number of men; and the arrangements for private study are poor in all the schools. They are all good vacation resorts, some of them excellent in that respect. As schools they are rather poorly provided with the necessary comforts and conveniences that make real study possible.

The Association is now probably so thoroughly committed to these localities and buildings that a change is out of the question. The situation can be saved partly, however, by improving the class-room and study arrangements of our summer schools.

III. Processes in Relation to Function

1. *Class-Room Work*

The detailed treatment of class-room procedure in chapters III and IV and Mr. Urice's monograph makes it unnecessary to discuss this at length here. Let us merely remind ourselves of a few of the fundamental considerations.

The student is the center of class-room work. The personality of the teacher and the material in his notebook or textbook are both of value in a school only as they meet the needs of the student. The student is the item of central importance. All procedure, then, should be based on meeting his needs. It is a recognized fact among educators that of all ways of meeting

these needs the lecture is the least effective. We must use a process that first discovers what a student needs and that then helps him to secure it. To deliver a lecture the first day is to build without a foundation. Begin with a discussion that locates the problems of the men, and proceed with discussions as to how to solve these problems; and remember that no one ever learned to skate by being told how. He had to put on the skates and skate. The "gym and swim" instruction, as Professor Horne pointed out, are based on sound pedagogy. Our process must be based on the largest possible participation of the student. Next to sleeping, listening to a lecture represents his *least* participation, and some even sleep.

Instruction in class-room methods should be made available for those teachers who need it, and the class-room work of all teachers should be supervised by experts. Summer school teaching must progress beyond its present amateur status.

For certain kinds of work, a forty-five minute period is entirely inadequate. Schedules should be so adjusted as to make it possible for certain groups to work together for a time equal to two of the usual periods. Two consecutive periods can often be used to better advantage than two periods a day apart.

Whatever the content of a course, it should lead to some sort of conclusions and a definite program of action. At the least extreme, this conclusion might be that more study is needed, and the program of action might be a plan of study and research. At the other extreme will be found clear-cut, definite decisions and well-set-up detailed plans. Both extremes, the extreme least and the extreme most, are worthy; the essential thing is that the impression result in expression.

2. *Supervised Study*

Most men, college graduates included, have not learned to study—more is the pity. This deficiency in the education of all of us the summer schools can help to make up, for during the last ten years the subject of how to study has been itself studied and good methods are now available. An evening study

period of an hour or an hour and a half should be scheduled, a good room, well lighted and mosquito-proof, should be provided, tables arranged, and teachers present to guide where guidance is needed. The art of assignment and study supervision should be taught the teachers, and this great educational advance of the past decade incorporated into our summer school plans. Literature on the subject is available, and experienced men can be secured to handle the work.

3. Private Study

Faithful and earnest class preparation is made by many of the summer school students, as all who have studied or taught there know. The expectation of study on the part of both teachers and students, however, is often not large. Many courses proceed with the clear understanding that no one is going to do any or much study, and the students sink to the level of the teachers' standard and their own ease. Study should, of course, be a central element in any school. To secure it several adjustments will be necessary. First, the requirement of study by the teachers; second, time for study in the schedule, brought about by a reduction in the number of class periods to not over four a day and preferably three; third, conveniences for study; fourth, the atmosphere and tradition of study as a feature of the school; fifth, instruction as to how to study.

4. Interviews

Three kinds of interviews are possible at the summer school. The first is the private personal interview, where one man seeks out the student or leader with whom he wishes to talk. It is made more effective if before coming together the interviewer thinks out the questions he wishes to ask, writes each at the head of a slip of paper, and takes notes as the material comes under these questions. Note-taking stimulates the man being interviewed. It assures him of the serious purpose of his interviewer and of the worth-whileness of giving his best. The knowledge that what he says is being taken down makes him

careful to say something worth taking down, and encourages him to supply details he would not mention in casual conversation knowing they would be missed or forgotten. This sort of interview is a valuable educational tool, and its use should be encouraged as one of the regular advantages of the institution.

The second sort of interview is the group interview as part of a class period, where the class prepares its questions in advance and has the man from whom it wishes data or information meet it during the class hour. It has possibilities far beyond its present use. Indeed, as an organized process it is not much used in the summer school, though a few teachers have employed it successfully. It is a simple plan.

Like unto it is the third interview, in which a group of interested men plan to meet one from whom they wish information and for which meeting the preparation mentioned above is also made.

The ethics of faithfulness in meeting appointments need only to be mentioned to be recognized and adopted. It has occasionally been suggested that teachers observe office hours for the benefit of their students. This is rather formal and may not be a good thing. Certain it is, however, that each teacher should have a genuine personal interview with each man in his class as early in the course as possible.

5. *Chapel*

The function of the chapel period is inspiration and the enriching of the spiritual life. It is most effective when short, quiet, and free from announcements; the physical arrangements should secure a compact and comfortable audience; the leader should not be too far from his group; the songs should be carefully selected and well led. Above all, the talk should be a gem of faithful preparation.

6. *Examinations*

The maxim that the best examination is a use is not so easily applied in summer school as in a training center, yet the

illustration printed as Appendix B shows that it is applicable. If examinations are drawn up to test skill, ability, resourcefulness, and initiative, they have far more educational value than if they are mere tests of memory or cramming. In a methods course the matter is simple. The examination in a course of religious work methods could be the drawing up of a policy for the field in which each man works. Such an examination is announced early in the course, and each man is allowed to use all the reference books and interviews he chooses. The paper is prepared outside of class hours, so none of the twelve precious periods are consumed in this work. If the paper reproduces in detail and without adaptation the plans discussed in class, it is a poor paper. Its worth is found in evidence of personal thought, skillful adaptation, resourcefulness, and ability to solve local problems.

7. Book Tests

Most of the summer schools require the reading of three books each year and the passing of a book test on each as a condition of receiving a certificate at the end of a three years' course. The plan has the unfortunate result of leading the beginner to think that this reading is in some way a preparation for the course he is to take. When he discovers that the books he has reviewed bear no relation to his class work, he feels either that he has been fooled or that the school plan is not well administered. It is a fine thing for the summer schools to encourage the reading of good books; but either an effort should be made to gear this reading into the school courses, or it should be eliminated as a requirement for a certificate.

For the encouragement of reading apart from that related to class-room work, it would be very helpful if each school arranged a presentation of good books in brief review during an hour when all students would be present. Men could easily be secured to tell what current books are of most importance, what lines of reading would be found helpful in relation to certain problems, and how to go about such reading. Small group discussions with prepared leaders might be even more helpful.

8. Social Distractions

The social event, fellowship meeting, picnic, group outing, and departmental dinner—all these are recognized as legitimate features of the summer school as at present organized, be it written with sorrow; for they seriously break into solid school work and interfere with needed study periods. Shall they be ruled out as illegitimate? They should be confined to certain recognized periods and recreation hours. The evening affair should come off the calendar, and social features be limited to the afternoon. A time-limit needs to be placed upon social dinners, so as to enable the students to observe the regular evening study period.

Let a committee study all the good features in the present distractions, and then plan events that conserve these and eliminate the elements that make against efficient school work. Teachers who try to do good honest teaching are utterly discouraged in their efforts by the present conflict between the two school features of work and play, and the serious students are held back by the unfaithfulness of their frolicking fellows. These same frolics can be made an asset, whereas they are now a dead liability to the school. "The Silver Bay Experiment of 1919" made the issue clear. It is an issue in every school.

9. Faculty Meetings

Here is a process that has a vital relation to educational functions. There is room for a lot of improvement. The school leaders need to recognize the fact that many of the teachers are in fact not teachers but executives, and are frequently poorly equipped to teach. At the opening faculty meeting the leader sometimes says he recognizes the fact that the men who are going to do the teaching are all experts, so each man is given full freedom to conduct his course as he pleases. Experts in their own work, yes; in teaching, as a rule, no. Furthermore, many a man whose regular vocation is that of teacher knows little about the teaching process, especially if he is a teacher in a college; and this fact is receiving increasing recognition in educational circles. A recent important work,

"College Teaching," by Professor Paul Klapper of the College of the City of New York, is based on this very idea. Therefore we are not disrespectful to secretaries when we say that most of them are not good teachers.

The function of the faculty meeting should be to set teaching standards and ideals, work out teaching processes, confer on teaching difficulties, and improve teaching methods. Where the summer school executive is himself not an expert teacher, he should secure someone for the purpose who is. Several meetings should be held each session—one before the course begins, one at the end of the first week, and one at the end of the session, and educational practice should be a major topic of discussion.

10. Exhibits

Not enough use has been made of the educational exhibit as a feature of the summer school. Samples of printed matter, written policies, photographs of groups and features, organization charts, graphs, outlines of plans—these and other exhibit material have large educational value. A committee of secretaries could organize this feature and make much of it. Such exhibits would be carefully studied by the students and highly appreciated.

11. Mode of Enrolling

The summer school leaders try to get each man into the courses that will help him most. Perhaps more could be done along the line of considering more carefully the attainments and needs of each student as he applies for enrolment. Many need and frankly want guidance in their choice of studies. In giving this counsel the man's own situation should weigh more heavily than certain school rules as to courses required. Now just this careful investigation of the man's needs will often send him into that same required work, but it will be because he needs it and not because it is a rule that he shall take it.

Two ends should be served—the student's fundamental preparation and future growth, and his preparation for the task

just ahead. These ends sometimes seem to be in conflict. Just here is where the occasion arises for careful investigation and counsel. Perhaps a committee sitting for this purpose might lighten the burden of the work involved in such advice, each member of the committee acting separately but according to well-recognized procedure, with the man, not the system, as his center of thought.

12. Advertising and Promotion

Students would be helped in their choice of subjects and more students would be attracted to the schools if the announcements were more fully descriptive. Full directions are given as to how to reach the schools, and the scenic beauties of the location are well advertised. The studies themselves are not well presented. There needs to be more full description along two lines.

a. What is this course about? Paragraphs of five or six lines might well be devoted to each subject.

b. Who is going to teach it? What has he done that he should be asked to teach this course? A mere name and title may mean little to that often-mentioned secretary at Podunk.

IV. Equipment in Relation to Function

Something has already been said on this subject. The chief criticisms of the schools' equipment center around four features. Not all of the schools are sinners in all these respects, but each gets a fairly high score.

1. Rooms

Are the class-rooms light enough and sufficiently ventilated? Silver Bay has all the light and air one can ask for. Some of the Blue Ridge rooms are quite dark and poorly ventilated. Each school can easily find its own grade in this subject.

2. Chairs and Tables

Are the chairs comfortable? Those in the class-room and those in the rooms where men have to study? Are the study tables solid or wobbly? Or are they absent altogether?

3. Blackboards

A good blackboard is a teacher's joy. Lake Geneva is fairly well equipped in this respect, but the other schools should repent and do much better.

4. Study Facilities

Can students study in their rooms with pleasure and comfort? Are the lights good? Are the mosquitoes and moths screened out? Or if fixing up the rooms for study is out of the question, is a good study hall provided, with screens, lights, tables, and good chairs?

5. Library

Just what library a summer school should have, is an unanswered question. If the study hall and library could be combined and ample reference books on the Bible, religious education, Association history and methods, and related subjects could be available in sufficient quantities to make their use in the preparation of lessons practicable, it would be a great aid to good teaching.

No one feature of the summer schools is so open to criticism as this absolute failure to provide the facilities necessary to real study and class-room work. Mark Hopkins on one end of a log and a student on the other may constitute education; but there are so few such teachers that most of the logs might better be worked up into equipment to make up some of the deficiencies of most of us as teachers. That Hopkins log story is worked overtime to excuse a lot of indifference and neglect. The picture of Lincoln doing arithmetic problems on the back of a shovel by fire-light is also brought up; but there are few Lincolns. If the summer schools are to measure up to their really wonderful opportunities and serve their functions well, we must see that they are better equipped for their work.

V. Curriculum in Relation to Function

A good deal can be said in praise of the choice of subjects taught in Association summer schools. The curriculum is as a

rule first-class; criticism centers chiefly around the teaching methods and equipment. The areas covered by the courses are worth while, pertinent to the work, well-balanced in proportion, pretty well graded, and the courses are farseeing in their outlook. This is due to the fact that they have been arranged by men expert in the secretaryship and well informed as to its content, demands, and processes. What are the important studies that should be provided for in the general course for city secretaries, the trunk course from which others branch out farther along?

1. English Bible, the New and the Old Testaments

Happily, the Association summer schools are moving away from courses of lectures *about* the Bible and proceeding with sure steps to courses of actual study of the Bible by the students. The student summer conferences were the first, strangely enough, to see that the summer school must give the student the type of study and leadership that the student can and should reproduce in his home Association. The summer school can set the whole type and standard of the Association in the matter of Bible study.

How vital it is then, that both the content and the process be well chosen. The new policy of having secretaries who are students lead groups of their fellow-students in the first-year work will eventually be generally accepted, because of the convincing evidence of the success of this process in getting the students interested in the Bible, in teaching them how to study, in preparing them to lead classes, and in demonstrating a method whereby a city Association can get all the Bible teachers it needs and help the Sunday schools to solve the same problem.

This plan was first worked out in the Student Department by Harrison S. Elliott, then adapted by him to the War Work Schools at Silver Bay, later tried with success in the combined first-year work in the regular session at Silver Bay and reported by Jay A. Urice, who worked with him, in "The Silver Bay Experiment of 1919," which should be secured from As-

sociation Press and read in this connection. An increasing number of men will acquire skill in this practical method, and Bible study will have a new day in our Associations. At present nothing else holds out such promise of vitalizing our Bible study. It makes the Bible interesting to men, teaches them how to study it, how to teach it, and how to train teachers; and any process that gives any promise of doing those four things is a boon to the movement.

It may be that later on this method will be applied to the second and third years' work. At present it is based on combining all the first year men in one good course, and has not been extended beyond that. Perhaps that is as far as it should be employed.

2. Association History and Principles

Every man entering the work should naturally take a course in the history and principles of the Association Movement. This might well be required of all secretaries entering the summer school who have not had it at an Association college or in a well-conducted training center. It can be studied in two ways—by the old academic process in which a chronological outline is followed, or by the newer and more vital process of problem study, in which an Association problem is attacked, and history and principles are brought in as matter helping toward a solution. An outline worked out on this basis with suggestions for teachers would be of great service and helpfulness, and probably would be adopted by all the schools. The problem treatment will make history increasingly popular, as this brings out its usefulness and disarms the criticism of history as an academic subject. The general application of the method will probably await the appearance of suitable outlines and materials.

3. Religious Work Principles and Methods

Of all methods courses, this one is most fundamental and essential. Perhaps it, too, should be required for all men in all departments. The course should be a practical one, begin-

ning with a study of the groups that make up a field, the needs of the men and boys in these groups, the objectives of religious work sought in relation to these men and boys, the methods to be used in reaching the men and boys as individuals, as groups, and by mass efforts, the results to be secured and by which a year's success should be tested. Here discussion is the obvious teaching method. Advanced work in this subject would consist of a study of religious education and pedagogy and of specialized religious work methods, such as religious interviews, Bible study, and forums. Our programs seem a little weak here and the work in the local Association reflects the weakness in the summer school. The summer school programs of 1920 show some improvement over previous years, due to a realization of this very weakness.

4. Educational Processes

Salesmanship and promotion processes have made the Association large. Only educational processes in all departments —social, religious, educational, physical, membership, financial, foreign, and others—can make the Association as solid as it is big. There are many places where, when tapped, the Association sounds hollow. Secretaries have been earnest students of selling processes. The great need now is an understanding of the fundamentals of education, and their application to the whole secretarial task. Some school will see this, devise a practical course for all secretaries, and usher in a new movement greatly needed.

5. Association Methods

The summer school methods courses are popular ones. They are of great importance, especially when taught in relation to the known needs of the students and not as lecture courses. The plan presented in Chapter IV, Section V, 4, is one way of conducting such a course. See page 91.

6. Project Units

One wonders if we shall soon be able to apply to our summer

schools the developments in project teaching now being worked out in the Lincoln School in New York City by the Rockefeller Foundation and in the Horace Mann School by Columbia University. This process discards the old analysis of subject-matter into sharply defined branches of study and abandons the formal methods of the schoolroom for a treatment of life situations as a unit, as a whole, drawing from any art or subject the material needed for the solution of a real problem in actual life. It is a fascinating speculation. The Silver Bay Boys' School has seen the vision. Maybe some day the Association will. It is not a game for amateurs, however. Highly trained teachers, with grasp and imagination, are needed.

7. Related General Knowledge

Under this head are included social theory, economics, theory of education, advertising, and knowledge in any field from which the Association secretary draws in the pursuit of his vocation. Some might apply the term cultural subjects to these studies. They have a place in the course of study for secretaries, increasing in proportion to other subjects as the secretary advances in his experience and study.

8. World Work and Outlook

The subject of the Foreign Work of the Association has been given six periods in all standard summer schools, and the Overseas Division of the International Committee is making a serious effort to give these periods genuine educational value. A special conference was held at Lakehurst, N. J., in April, 1920, to work out the content of this course and the method by which it should be taught, the teachers of the course spending four days in this preliminary preparation. This is taking summer school-teaching seriously, as it should be taken.

9. Problems of the Modern City

Occasionally a course with this title is offered. It seems that such matter is so fundamental that it should be given to second or third year men every year. It would very likely lead men

to reproduce the course in their own Associations, for either secretaries or laymen, and would promote personal study of city problems.

10. Church History

This is best studied as a course in religious problems, or the nature of modern religious movements. A chronological survey of church history has no place in the summer school, but there is a real need for a better understanding of the religious sects and movements of the day and the problems of which these are proposed or tried solutions.

11. The Personal Life of the Secretary

This course includes the maintaining of his spiritual life, his intellectual life, physical health, social and home problems, personal efficiency, and many helpful things not properly placed anywhere else.

12. Leadership, Group and Personal

Several schools have given good courses in the psychology of leadership. The study is well worth a secretary's time, if he purposes to be a real leader of men and of movements.

13. Boys' Work

The Association is a boy, as well as a man, movement. The principles and methods of boys' work should receive the attention and study of all secretaries at some time during their training.

14. Industrial Work

The city Association is always in danger of becoming a clerk, or white-collar, group. The problems and needs of working men should enter into the course of study for all men in city work. The fulfilling of our complete mission requires it, and the study teems with interest. This course should include data on the economic situation and social and labor movements.

15. Fundamentals of Christian Faith and Teaching

Secretaries are not meant to be theologians, but they should

know the grounds of Christian faith if they are to be religious leaders in truth.

16. Courses for Secretaries' Wives

What an opportunity the summer schools miss of undergirding the secretaryship with a group of wives who understand their husbands' tasks and know their problems! It is more and more the custom for secretaries to bring their wives to the summer schools. The schools should provide something more for them than porches and rocking-chairs.

Three courses suggest themselves—one in Association problems, one in the problems of a secretary's wife, and one in the outdoor life of the camp or school region, taught by a man who knows God's out of doors. What a new aspect the summer school and the secretaryship would both take on!

The provision of a kindergartner and story-teller for the children is also a suggestion worth considering.

17. Three General Problems

There are three curriculum problems which have not an obvious solution:

a. Should all first-year men take a general course and specialize later on? The consideration in favor of this is that "in the introduction to their summer school training, students should come to see the Association as a whole and to recognize certain problems and principles as existing throughout the movement, and that the tendency toward departmentalization should not unduly grip men at a time when they need a vision of the entire scope of the work." The consideration against this course is the second question of the three, namely,

b. How big can a class be and do good work? Some public schools say thirty-five. Some of the best private and experimental schools limit a group to twenty, fifteen, or twelve. If the general course class is broken up into small working groups, such generalization and such small groups are highly to be desired.

c. How many subjects should a man carry at once? War practice led us all astray on this point. We simply delude ourselves if we think men can do good work in more than four subjects. Four periods a day gives a student twenty-four periods a week, a pace no college in America will allow. It is far better to carry fewer subjects and get real results. The school that gets up its courage and limits work to three class periods a day, three courses, each one each day, will soon set a new high standard of work and prove the wisdom of its decision.

Before this day can arrive, however, knowledge of how much good work the human mind is capable of will have to be more widely disseminated than it is now. For there are those who think that six periods a day is just about right—for the other fellow, be it noted. Three class-room periods a day with time for the study of each subject should be our standard if we are going to conduct real schools and achieve the fundamental purposes of the educational process.

VI. Teachers in Relation to Function

Who are the teachers upon whom we have to rely to make the summer schools serve their functions? Largely executive-minded secretaries. This is good, because it will keep the schools practical and in touch with real Association conditions. This fact saves the school from the man who lives apart from real life in a realm of theory not based on constant experience. But it has its disadvantages also. Enough has already been said on the subject of the teacher's needing to know how to teach as well as knowing his subject. Many secretaries have paid little attention to this matter. Among our teachers we will find these:

1. The inspired teacher with a bad method.
2. The average teacher with an average method.
3. The man with method and no inspiration.

Can we not pay more attention to this problem of summer school teachers, and gradually build up a teaching staff of men who, filled with fire and enthusiasm, also know how to teach?

The problem is one that can be solved; but it will not solve itself. There must be a plan and its application.

VII. Summary

The Association summer school is one of the greatest assets of the Movement. No other national organization has any agency that equals or corresponds to it. These schools have a definite function that gives them a mission all their own and keeps them from being a rival of any other training agency. While at the present time about one-third of the secretaries of the American Associations attend them, their value justifies a larger and more regular attendance. Their functions are so important that every effort should be made to provide processes, equipment, courses of study, and teachers equal to the splendid opportunity the schools afford. The provision of these four factors of successful school work is not a simple matter, but the movement should be ever forward as the direction of progress becomes clear.

CHAPTER XIV

CONVENTIONS AND CONFERENCES

ANALYSIS

I. The Objects of Conventions

II. What Are the Training Values of Conventions?

III. How Can We Give Conventions Larger Training Value?

IV. Essentials in This New Type of Convention

V. Insuring Training Results

VI. Conferences

VII. Summary

PROBLEM

What convention procedure will make the sessions count in the training of secretaries?

I. THE OBJECTS OF CONVENTIONS

At the outset we frankly recognize that the training of secretaries is not the primary reason for the holding of State and International conventions. At least five other objects are probably more vital in the opinion of those responsible for the program and procedure. These are, first, the hearing of reports and the planning of new work; second, the enactment of needed legislation; third, the unification of the movement and the creation of a feeling of brotherhood; fourth, the interchange of experience with the presentation of methods and the solution of problems; fifth, the encouragement and inspiration of workers and the arousing of enthusiasm. Then comes the training motive, including laymen first and secretaries last. While employed officers often form the bulk of Association conventions, the program is built for the layman and with his needs and interest in mind; and that is perfectly right and proper.

But what if we can serve all these other interests at least as

well as they are now served and at the same time give the convention more training value for the secretary? And then what if we can devise a plan that will both train secretaries and also secure even improved results along the lines of the primary objects of the convention? Let us see if it can be done.

II. What Are the Training Values of Conventions?

Let us first select the already considerable opportunities for training presented by conventions. These constitute valid reasons for sending to them all the young secretaries possible. They are the opportunity of

1. Meeting other secretaries, studying their personalities, learning their elements of strength and weakness, measuring one's self alongside of them, getting their ideas about things.
2. Meeting and knowing the laymen who make up the movement, especially the leaders.
3. Interchanging plans and experiences.
4. Learning new methods.
5. Solving problems.
6. Taking part in state and international affairs, helping to create legislation, learning the large problems of the Association.
7. Studying the convention method.
8. Hearing reports of progress or failure.
9. Seeing exhibits of policies, printed matter, photographs, charts, and appliances.
10. Listening to great speakers.
11. Getting wider vision and more inspiration.
12. Deepening one's attachment to the work and feeling the pressure of a divine call.

All these are not to be lightly considered, and all these values inhere in the present convention method. And yet a more excellent way is being shown unto us.

III. How Can We Give Conventions Larger Training Value?

In general, provide for more genuine discussion of live issues,

participated in by a larger number of men, meeting in small groups, and with more time available.

Suppose the convention is going to meet Thursday night, Friday, Saturday, and Sunday. Use the mornings for smaller group discussions, the afternoons for larger forums in which are gathered up the results of the small morning meetings, and the evenings for the inspirational and informational addresses. Use Sunday as at present.

That would give two days for very thorough discussion of two important phases of Association work. Instead of trying to cover the whole range of the Association's now vast list of activities, choose two things of vital interest and center upon them. Just for illustration, suppose the Ohio leaders decided that the two things they wished to center upon at the next State Convention were the securing of more service by members and the promotion of effective personal work by members. The achieving of these two ends is worth two days of any convention's time.

Some time in advance of the convention have a group of men take each of these problems, study them thoroughly, and prepare a question outline like those in Chapters II, III, and IV, bringing out all the issues, considering all the difficulties, gathering data, and leading to some, but not predetermined, conclusion.

It is anticipated that there will be 250 delegates at the convention. These are to spend the last two hours of Friday and Saturday morning in groups of ten or fifteen, discussing the problem for the day, guided by the outline of questions in the hands of a leader. These twenty-five or so leaders are brought together in advance of the others and trained in the sort of discussion they are to conduct. Thursday afternoon would be soon enough, Thursday morning better.

In the afternoon all these groups come together in a forum, where the question is again discussed and speakers from each group present the findings of their discussion, leading to a general decision, policy, or program. This would require two hours of the afternoon period.

A convention of this sort is a working convention. What ordinarily constitutes the routine business of the convention could be taken care of at one of the three night sessions. It need not be a public session in the sense of being a popular meeting. There are three other nights available for these.

The usual devotional or Bible hour would come at 9:00 or 9:30 a. m., followed by these group discussions.

Printed reports containing data and opinions upon the subjects to be discussed could be prepared by commissions in advance and sent to all delegates before the convention.

IV. Essentials in This New Type of Convention

1. Discussion group leaders trained to conduct pertinent discussion, such as is described in Chapters III and IV.

2. Two hours or an hour and a half at least of time actually spent in each discussion or forum.

3. A forum leader who would understand the art of getting results out of discussion, who would not repress or ridicule speakers who offer ideas or make funny remarks about those who participate; whose aim would be encouragement plus the group conclusion, not repression plus his own previously reached conclusion, the getting of a worthy decision, not the railroading of a bill. No steam-rollers need apply.

4. Forum rules, by which the larger meeting is guided, such as limits of time for each speaker, no further remarks after two or three participations without the consent of the house, affirmative and negative speaking alternatively, and so forth.

5. Blackboard and chalk, so as to keep track of what is said, and hold the immediate issue clearly before the meeting, and summarize conclusions.

State conventions do not play the part in forwarding the movement that they once did. It may be that the development of a new type of convention, with larger provisions for participation by all delegates and higher training values would again bring this important agency to the front. The growth of state work during the past five years makes it appropriate that the state convention method also be brought up to date.

The discussion group and the democratic forum are the processes of the day.

V. Insuring Training Results

1. To make sure that each junior secretary gets all out of the convention that is possible, the general secretary should carry out some such plan as is set up in Chapter IX on "Inspection Trips," holding preliminary discussions before the convention on the issues and topics and personalities on the program, meeting once or twice during the convention sessions to compare notes, and holding a staff conference upon returning home, to classify conclusions and go over proposed plans.

2. The new men should also be introduced around and their full enjoyment of the opportunities of the convention insured.

3. Men in similar work in different places should be brought together, either informally, or at set-up round table meetings on special problems, as is the case at some commercial and industrial conventions, the annual meeting of the National Association of Corporation Training, for instance.

VI. Conferences

The procedure at Association conferences is more in harmony with educational ideals than the procedure at conventions. The time allowed for each topic is, however, generally all too short, and the conclusions arrived at are often hastily reached and not the result of full discussion. A lecture can be delivered in forty-five minutes, but anything like a proper discussion requires an hour and a half or two hours. Few men on leaving the Employed Officers' Conference feel that the decisions or findings represent the best thought and ability of the group. All know that they are the result of hasty and inadequate work, and regard them lightly as a result. The commission reports are often good, the discussion of them rather inferior, and the findings worse. There is no way out except to limit the number of topics to a few important issues and really get somewhere with these.

VII. Summary

These, then, are the things to strive for: conventions and conferences modified in their methods to embody some of the recent developments in educational theory and practice, notably the use of group discussion; the limiting of the number of topics so as to get more time for each and do more worthy work; a large attendance of young secretaries at state and national gatherings, with attention given these younger men by their general secretaries to insure their getting the most training possible out of the convention.

CHAPTER XV

A NEW MAN'S FIRST WEEK

ANALYSIS

I. A Typical Experience

II. Plan the First Week

1. Report at a stated time
2. Board and room
3. Tour of the city
4. Tour of the building
5. Printed matter
6. Reading
7. Introductions
8. Vocabulary
9. Conferences
10. Evenings
11. Sunday
12. Results

PROBLEM

How can a new secretary's first week with an Association be so organized as to get him properly started and give him a good impression of the Association and its leadership?

I. A TYPICAL EXPERIENCE

Some eighteen years ago one of the present executives in a large New York corporation was told to report to the New York office to begin work. He had just graduated from an engineering college, and came to New York filled with enthusiasm for his new position. The man who had recruited him in college had told him how great was the need for trained engineers in this corporation, and he had come to New York full of the idea that he was going to a place where he was needed and that he was entering a work where his services would genuinely count.

When he reported the latter part of the week, he was told by the executive to whom he reported that he, the executive, was too busy to see him at that time and that he should call on Monday. It was a disheartening experience, and he has never forgotten the flat disappointment of that reception. It seemed to turn all his cake to dough, and to take all the joy out of the new enterprise.

Later this man, as one of the officers of that corporation, was given the responsibility of organizing and conducting the training of scores of college men who entered its employ. He remembered his own unhappy beginning and set about to devise plans which would make any such initiation into this corporation for other college men an impossibility. He organized the first week of every newcomer so that each man would get the happiest kind of an introduction to his new duties and environment and find in his new job not only a full realization of the situation that had been pictured to him by the recruiting officer who visited his college, but so much more than this that he would write back to his college friends that the half had not been told.

His plan, a splendidly analyzed typewritten copy of which is in view as this is written, organizes a man's time during the first four days of his employment, tells the new employe to whom to report, and schedules the time of these first four days to include inspection trips through the building, talks from corporation officials, introductions to department heads, reading of interesting magazine articles and books on the products manufactured in the shops, and definite plans for the use of the first noon hour.

Many a young secretary, upon reporting to the Association which has engaged him, has had the disheartening initial experience of the New York executive. He was told the Association was greatly in need of men, that the vocation was one calling for the highest type of manhood, and that he was entering a task in which all his powers would find opportunity for their fullest expression. Filled with these ideas, his first few days have often been periods of disillusionment. The general

secretary has been too busy to see him or pay much attention to him; he has been turned over to others who were indifferent as to the nature of his start, and instead of finding an occupation demanding his very best he has found it difficult to find something to occupy his time between rising and bedtime. The result is a great loss of idealism, enthusiasm, and morale; and a disillusioned man writes back to his friends that the Association secretaryship is not much of a job.

II. Plan the First Week

All this can be changed by each Association having a carefully set-up plan for the reception and introduction of new men on the staff. Such a plan would include the following elements:

1. Report at a Stated Time

The new man should be told to report at a certain hour on a certain day and find the general or executive secretary expecting him and with plans for occupying his time immediately.

2. Board and Room

A man's mind should be relieved by early attention to the matter of getting him well located with proper rooming accommodations and satisfactory arrangements for his meals.

3. Tour of the City

In an automobile, on the street car, or afoot, he should be taken about the city to get at once an idea of the environment in which he is to work, the lay-out of the city, some of its general features and characteristics, and a few of the principal streets. Upon his return to the building, if he has not done so previously or while making the tour, he should study the map to coordinate what he has seen with the plan of the city streets.

4. Tour of the Building

His first day should include a tour of the building, in charge of a senior secretary, in which the general lay-out of the plant and the theory of the use of the different rooms are introduced; he will thus learn what to find on the different floors.

5. Printed Matter

Reports and printed matter on the work of the local Association should be put into his hands for study during the first few days, to help him familiarize himself with its work, activities, and schedules.

6. Reading

It might be well to take advantage of this psychological time to have the man begin the reading of some good book on the Association, such as the "Life of Sir George Williams" or the "Life of Robert R. McBurney," that he may begin to construct an Association background.

7. Introductions

The new secretary should be taken to call upon certain officers and directors of the Association and committeemen with whom he is likely to have early contact, and a definite beginning should thus be made in the securing of that valuable secretarial asset, a wide acquaintance. These calls dignify both the Association and the new secretary and add somewhat to the sense of importance of the director or committeeman called upon.

8. Vocabulary

The corporation referred to above has found it advisable to instruct its newcomers in the vocabulary of the business. The Association vocabulary is not extensive, and there are not a large number of words with the use of which the new man needs to be at once made acquainted. However, a little effort along this line will be worth while.

9. Conferences

These first few days should include conferences with the different executive officers of the Association, the physical director and the boys' work secretary for instance, in which each of these men has an opportunity to tell the newcomer a little about the work of his department. These friendly talks with the other secretaries also lay a basis for future cooperation.

10. Evenings

The evening hours might well be employed in visiting the different parts of the building and observing the classes, meetings, and other groups in operation. The period around the supper hour could well be spent in the lobby and occupied with informal introductions to incoming members.

11. Sunday

The first Sunday morning should be the occasion of attending the church and Sunday school which the secretary will be most likely to choose as his church home. Here introductions are also in place—the pastor, superintendent of the Sunday school, and certain young people being met in this way.

12. Results

Where this sort of care is given to the introduction of the new man on the staff, the first few days will be a period of pleasure and interest instead of disappointment and gloom. The Association and its officers will gain the high regard of the new man, his loyalty will be won, and all the benefits of a good start secured.

One turns back to college days and remembers what a great impression an older student made upon a lonely Freshman when this man took occasion to take him to the registrar's office, get him properly entered, show him to his room, and introduce him about a little bit. While subsequent years in college revealed the fact that this older man was just a plain ordinary fellow, the memory of his kindness during the early days made him remain a hero and a gentleman in the eyes of the younger student.

The general secretary, by giving proper attention to the reception and introduction of the young men coming to his staff, can gain their loyalty and affection in just this same way. And the young men will write back to their college friends and report that they have entered the greatest vocation on earth, found the ideal "chief," and become connected with a wonderful institution.

PART II

REASONS

The theories underlying the processes

PART II

REASONS

Analysis

Introduction: The Place of Theory

I. The Aim or End of Education
   1. Education as growth
   2. Its aim as social efficiency
   3. Resulting values
   4. Intellect, character, skill
   5. Education is never finished

II. The Center of Education

III. The Nature of Subject-Matter
   1. The modern theory
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IV. Psychological vs. Logical

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VII. Training in the Work Environment
   1. The general theory
   2. Bring the school into the shop
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   1. Preserving the heritage
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Introduction: The Place of Theory

"Neither theory without practice nor practice without theory

avails at all," said Protagoras some four hundred years before Christ, quoted by President E. C. Moore, who adds, "Without theory, practice must be a blind doing of what somebody else—tradition, authority, or accident—had directed." The preceding chapters are an attempt to work out a training program for a local Association, based on sound educational theory, and consistent within itself. That for those who use the program it may not be a "blind doing," the theories upon which it rests are here discussed. As a rule, theory is more interesting when its statement follows a presentation of practice than when it precedes it; so this chapter on the reasons for the foregoing methods is placed thus late in the book. Those who do not care for theory are warned to skip it. They will be no worse off. The thoughtful are likely to find something in it worth while, for it is an attempt to state some of the modern educational and psychological ideas that are guiding the best school practice of the day, choosing such as have a bearing upon the task of training Y M C A secretaries both in local Associations and anywhere else. In general, the point of view is that of Dr. John Dewey, than whom there is no greater educator, from whose thinking most of the advanced ideas in education have sprung, and at whose torch many of the lesser lamps in education have been lighted.

In 1896 Dr. Dewey started the University Elementary School in Chicago; in that connection he asked himself four questions. His present-day theories to some extent grew out of his experimenting and experience in finding their answer. These are the questions.

1. What can be done, and how can it be done, to bring the school into closer relation with real life?

2. What can be done in the way of using subject-matter that shall have a positive value and real significance in the child's own life, that shall represent something worthy of attainment in skill and knowledge?

3. How can the school create motive for the study of the formal subjects?

4. How can individual attention to the intellectual needs and

attainments and physical well-being and growth of each child be secured?

These same questions arise in our mind in connection with the task of training men for the Association secretaryship. Dr. Dewey's efforts to answer them led him into highly productive lines of practical thinking and experimentation. His conclusions worked out for general education apply with even greater force to vocational education; they have largely guided the work back of this book.

When the task of training secretaries was taken up by the author in his local Association, the need of a sound theoretical basis was felt. The following pages are the views held after eight years of search and testing, reading, experimenting, and interviewing, and it is believed that the practice in secretarial training—local, collegiate, or summer school—must square with these theories.

I. The Aim or End of Education

1. Education as Growth

Education is frequently and erroneously thought of as a preparation for the future. It is this conception that results in the use of courses of study that make no present appeal to students, the practical value of which they fail to see, and in which they consequently take little or no interest. Therefore interest, the vital essential to motive in the learning process, is missing. There is no fire under the boiler and the engine does not run.

The theory of education as preparation thus breaks down at the very start. Realization of this sent educators on a search for a more correct view, and a new conception now holds the field. It is the idea that education is growth, "growth in constructive power of achievement"; not a preparation for the future, but full and fruitful living in the present day. This efficient living in the present, the full realizing of present possibilities, is in itself interesting, worthy, and the best preparation for the future. Education is not a getting ready

for something, but a something itself, a period and a process having its own present worth.

Only to the extent that the educative process deals with the problems of a real and significant present can it be in any true sense a preparation for solving the problems of a future day. The best way to get ready to meet the needs of a coming day is to grow in ability by meeting the needs of each day efficiently as it arrives. Where this theory is applied, students do not have to be told they will some day need this or that and should therefore study it carefully; the work of each day has its own interest.

Now growth is not something that a teacher does to a student; it is something the student does himself. It is an active process, not a passive one; hence the emphasis on the fact that the student must actively participate in the process, the growing use of projects, and the decrease in lecturing.

2. Its Aim as Social Efficiency

This is achieved "by positive use of native individual capacities in occupations having a social meaning." (Quotations not otherwise credited are from John Dewey's "Democracy and Education.")

The word "occupations" means one thing as applied to a child of ten and another to a Y M C A secretary of twenty-two, but its nature is the same for people of all ages and vocations, something having "a social meaning," part of useful life, and useful in a not too utilitarian sense. This social efficiency is the "cultivation of power to join freely and fully in shared or common activities," growing skill at working with others in the work of the world. Included in this efficiency will be certain habits, skills, knowledges, ideals, and attitudes, and the best contents of culture.

The social efficiency of an Association secretary consists in his being able to interpret the meaning of his day, to enter sympathetically into its best life, to understand the needs of his contemporaries, and to apply the technique of the Association in such a way as to meet these needs, thus helping to bring in

the Kingdom of God. To be socially efficient means far more than ability to do well that long list of things enumerated in Chapter I, more than skill in running the machinery of the Association. The connotation of social efficiency is something far higher than any mechanical perfection of operation. It implies, as an educational ideal, the use of means and processes for the securing of spiritual and social ends; it implies the personal embodiment on the part of the secretary of the ideals of Jesus, the most socially efficient of all persons. Social efficiency in the secretaryship means ability to unite with other men of good purpose in getting done with least waste and friction those large tasks that need to be accomplished in order to establish justice and opportunity as each man's portion, and to make life happy, interesting, and fruitful for all men.

3. Resulting Values

School life (or the educative process) should contribute the following five kinds of experience.

"a. Executive competency in the management of resources and obstacles encountered (efficiency).

"b. Sociability, or interest in the direct companionship of others.

"c. Esthetic taste, or capacity to appreciate artistic excellence in at least some of its classic forms.

"d. Trained intellectual method, or interest in some mode of scientific achievement.

"e. Sensitiveness to the rights and claims of others—conscientiousness."

These are characterized as "useful criteria for survey, criticism, and better organization of existing methods and subject-matter of instruction." To what extent do they apply to the process of training Y M C A secretaries? Would you be willing to discard any of them as not being within our purpose?

4. Intellect, Character, Skill

"It is customary to include under education," says Professor Thorndike in "Education," "the changes in intellect, character,

and skill." The aims of our educative process will include these three. A scheme that fails to make provision for all three of them is inadequate. Our training program must seek to give full and balanced attention to growth in intellectual power, growth in character, and growth in professional skill.

5. Education Is Never Finished

It is a "continuous reconstruction of experience," a process never completed, always going on where there is intellectual life. The methods of the educative process must "create a desire for continued growth, and supply means for making the desire effective in fact." "The aim of education is to enable individuals to continue their education."

II. The Center of Education

"In a recitation where there are three factors—pupils, textbook, and teacher—the emphasis may be placed upon any one of the three," says Professor W. W. Charters. "If the emphasis is placed upon the teacher, and the text and pupils are minimized, we have what is called the lecture method. Most of what the lecturer gives is not understood by the pupils, nor is any need for it felt. If the emphasis is placed on the textbook while the teacher and the pupils follow it, we have the textbook method of teaching. The teacher considers his whole business to consist in seeing if the pupils remember the facts in the lesson. If the emphasis is placed upon the pupil, and the textbook and teacher are viewed as instruments in the proper functioning of his activity, we have the developing method."

This is the better emphasis. The pupil is the important factor in education. He is made neither for listening nor for reciting, but for action, and the direction of his activity is the real work of the teacher. The student and his activity in the school are the things of chief importance. What goes on in his mind is the school's chief concern. The student must be active, not passive, a searcher, not a receiver. When the student and his activity are treated as the center of education, he is no longer thought of as clay to be modeled or as a bowl to be

filled. He must do his own filling, if filling be done at all; and if there be any modeling, it will take place only as he holds himself against the modeling influences of life experiences.

This idea, if accepted, produces revolutionary changes in teaching method. It implies discussion, self-activity, personal study, problems, and projects. But no leading educator today holds any other idea than that the student is the center of education and the most important item in the school catalog.

III. The Nature of Subject-Matter

1. The Modern Theory

The proper subject-matter in this conception of education is life experience. The unit is a task, a project, a problem, and all the organized material usually classed as subjects is drawn upon—now some of this, now some of that, just as it is needed to help meet some real situation. This is the way it is used in actual grown-up and professional life, and this is the way in which it is best acquired. The very best schools in America are working on this theory, and as it becomes better known and more widely understood it will be the method of all good schools. There should be no difference between the method and content of life and the method and content of the curriculum. The way it is used should be the way it is acquired.

In such a school, the course of study consists of genuine situations in which something needs to be done, or accomplished, some real thing, and the subject-matter is whatever is needed to accomplish that end. This leads to the student's hunting for and finding portions of knowledge he wishes to use, and thereby gaining experience and skill in the very process of life itself. Only that is taught which is of immediate importance to the student as he sees it. Subject-matter, whether it be history, arithmetic, physics, geography, or what not, becomes under such circumstances "a way of acting in the attempt to satisfy needs, solve problems, remove dissatisfactions, and overcome difficulties," as Professor Charters puts it. The order in which it is introduced or taken up is the order of the student's need, not a textbook order.

"Study is effective in the degree in which the pupil realizes the place of the numerical truth he is dealing with in carrying to fruition activities in which he is concerned." Therefore, as Professor Branom puts it, "the long-recognized divisions among subjects should fade away, and the worth-while material should be organized about actual situations and problems." Professor Kilpatrick is of the same opinion, holding that the unit of instruction is the problem, or "the purposeful act" or project. He gives three considerations reenforcing this view:

(1) "The purposeful act is a typical unit of the worthy life."

(2) The project as the unit of instruction gives education the quality of real life, and not the unreal and future value of preparation for life. Education *is* life.

(3) It makes for character. Purposes and their furthering, the choosing of purposes, responding to them, initiating them, bearing the responsibility for them—these things build manhood. "The purposeful act under wise guidance amid a social environment makes for the building of exactly that strong and resourceful moral character which democracy so much needs."

He classifies the purposeful acts that constitute projects with educational value under four heads: (1) A constructive project; (2) an esthetic project (to enjoy); (3) an intellectual project (to understand); (4) a skill project (to acquire).

The steps in a constructive project, the project at its best, Professor Kilpatrick considers to be, first, purposing; second, planning; third, executing; and last, judging; each one of these steps having the highest value when it is self-motivated and proposed.

2. The Application of the Theory

a. The project method

Thus a consideration of subject-matter leads at once into the very heart of problem and project teaching. The progress of thought is something like this. Students have but little interest in the unrelated facts of textbooks. These facts, however, can assume both life and meaning when

they enter into thinking in connection with solving some problem. Problems are most real when they are encountered in attempting to carry some piece of real work to completion, a piece of work of genuine interest to the student. The project is such a task, a purposeful act, "carried to completion in its natural setting," in the words of Dr. J. A. Stevenson of the University of Illinois.

This idea of doing something instead of just studying something provides that essential element in education designated as "the motor consequences" of an impression. On this subject Professor Thorndike says:

"The traditions of education are one-sided in their neglect of the motor consequences of thought. Education must not assume that with the existence of knowledge its work is done. It must test its influence by the increased power to *express* and *use* knowledge. Education must arouse, control, and improve motor as well as mental responses. The *expression* of knowledge is the only sure sign of its possession, and one of the best means of its increase."

Some words of President Eliot also have a bearing here. He says:

"As I have seen more and more of education during my professional career, I have come more and more firmly to the conclusion that the most effective kind of education is obtained at every stage not by listening or reading, but by observing, comparing, and doing. The very best kind of education is obtained in doing things one's self, under competent direction and with good guidance."

b. Educational values in the project method

Some of the gains resulting from the use of projects as units of instruction are, in a composite summary of a number of writers: (1) Correct procedure in thinking and in working out problems; (2) the possibility of participation, education through experience; (3) purposeful thinking; (4) initiative; (5) self-direction, self-reliance, and independence; (6) motive for real work and study; (7) exercise of judgment; (8) exercise of capacity for organization of ideas and of materials; (9) experience in cooperation, in team projects; (10) personal

satisfaction; (11) release of creative instincts; (12) provision for individual differences.

c. The approach to subject-matter

The project approach to subject-matter is through a practical application; the situation demanding its use arises, and the knowledge of a principle or fact is sought in order to meet the present requirement. This is just the reverse of studying a principle and then hunting an application. C. R. Mann says: "A strong desire to study an elementary principle is excited by bringing the student's labors to a point where he perceives the necessity for it, and its direct application to a useful purpose."

d. An objection considered

One fear expressed in regard to project teaching is that the number of things, facts, taught is so much fewer that important facts are left out. The answer is twofold. First, that those things that are learned in this way *stay learned;* and second, that if the student, through project teaching, is taught to observe, state his problems, locate his difficulties, use books of reference, organize his facts and data, and apply his knowledge so as to solve problems and attack complex situations, the educative process has fully served its purpose, created a man well able to do, given him "power equal to his needs as they confront him in life." To avoid possible deficiency here the teacher will choose a wide range of projects and see that they include all the essential facts, theories, principles, and processes, and modify his list or curriculum from year to year as he sees ways of improving it.

There is, however, a valid objection to an incompleteness in project teaching, in that it fails to give a systematic view of subject-matter. This can be met by providing periods in which the results of learning are checked against a systematic outline of a subject, and the status of one's progress revealed, his deficiencies discovered, and the relations of his acquisitions brought out.

IV. Psychological vs. Logical

The growth of any science or body of knowledge proceeds

piecemeal. A little is added here and a little there. Then the thinkers in that realm begin to organize the matter available and eventually a logical arrangement of the parts is secured, based on some definite plan. This logical arrangement or organization of knowledge, the climax of learning in that sphere, is then taken by teachers and used as the beginning of their work in imparting this knowledge to others. History, arithmetic, science, geography, and all other subjects, even down to carpentry, are arranged thus and taught according to a carefully arranged scheme or outline. This is called the logical method of presentation.

Investigations of the learning process have led educators to the conclusion that this logical method of presentation is not the best for the learner. They have concluded that he must, in his introduction to a sphere of learning, and his growth in it, follow the same method as that by which the body of learning was first built up, and then later put his knowledge into some organized form, as was done by the scholars, getting his outlines or analysis at the end, not at the beginning of the learning process. This more natural method of presentation is called the psychological method; it is being increasingly accepted.

On this plan, the units of instruction come in the order of the student's needs in some real life situation, and not in the order of a scientific and logical analysis. The theory is that the path of the beginner must be the path of the master, though he is saved many of the missteps of the pioneer and the process is much shortened. It is believed that it is most profitable to take the path followed in producing the subject-matter in the first place, and not the logical arrangement it takes on later in the hands of the finished scholar.

This seems a strange thing, but it is a conclusion based on long study and experiment growing out of dissatisfaction with the results of the old method. It results in more and better thinking on the part of the student. A discussion of this point of view will be found in many of the more recent textbooks on education. The methods presented in the first fifteen chapters of this book are an attempt to apply the psychological principle

in the organization of subject-matter. The logical conception of subject-matter is that it is something one must learn in order to be considered educated. The psychological conception is that subject-matter is something that helps solve problems, and it should be introduced just when and in such quantities and in such order as is required by that necessity. Each class and each teacher will follow a different order. The logical summary or arrangement will come later on, as the student organizes what he has learned. Far from being hit or miss, the method scores more hits than any other. The weakness of the logical method of organization is seen when we reflect that it starts the beginner where the scholar finished. Not so does the mind work. "The pupil should work toward an outline and not from one," is Professor Branom's terse statement of the situation.

V. Motive

Motive is that which leads one to do something. In education the something that is desired is thought and action. Many educational processes fail to secure these desired results. The creation of motive is a live issue with teachers, since motive, based on real interest, is the steam that makes the engine go, the current that runs the motor.

There are various forms of motive, most of which can be used in education. Many of them are based on such instincts as imitation, play, collecting, construction, rivalry, migrating, sympathy, pride, fear, anger, and curiosity. It will be seen that with few exceptions these instincts, which reside in all persons in greater or less strength, can be directed to the end of study. "In particular," says Professor Charters, "in present-day school work, appeal is made to five: curiosity, imitation, play, constructiveness, and cooperation." He later adds "rivalry, sympathy, fear, and love of approbation." After dealing with these instincts as motives in education, Professor Charters, writing in 1912, states that since about 1910 "the problem" has come into prominence as a potent form of motivation. Since that date this theory of motive has held the field

against all comers, and teaching today regards the problem growing out of need as the great secret of interesting the pupil in study. It stimulates both thought and action, is more reliable than an attempt to appeal to any one instinct, more continuous and permanent in its operation, more ethical than such instincts as pride and fear, and more worthy than imitation, curiosity, sympathy, or collecting.

The theory of the problem as motive set aside the old idea of studying a thing because of its supposed value as discipline, an abandoned psychological fallacy, and sets up the new ideal of studying a unit because it will help in the accomplishment of some worth-while end. It presents the allurement of present achievement instead of a dismal grind for future uncertain virtues, with all the power of incentive that resides in an immediate certainty as against a future guess. The beauty of it is that it takes care of both the present and the future, by taking efficient care of the present. To use one of Dewey's comparisons, studies on this theory are not gymnastic appliances for the mind but conditions for the attainment of ends. This theory of motive and interest is one of the considerations in favor of problem and project teaching, and its operation is provided for in the processes presented in our first fifteen chapters.

VI. The Thought Process

This has already been rather fully dealt with in Chapters III and VI. The analysis of the operations of the mind in accurate thinking proceeding from problem to solution furnishes a basis for all kinds of educational operations, private study, group study, research, class-room work, interviewing, and all other situations in which there is a problem to solve, which includes much of life. It is one of the fundamental theories in harmony with which this book has endeavored to proceed.

VII. Training in the Work Environment

1. The General Theory

As long ago as 1853, Jonathan B. Turner in his campaign to

establish an industrial university in Illiniois stated this fundamental truth about vocational education: "The most natural and effectual mental discipline possible for any man arises from setting him to earnest and constant thought about the things he daily does, sees, and handles, and all their connected relations and interests." Prof. Charles R. Mann, one of the highest American authorities on vocational education, quotes this in a recent government bulletin and then continues: "The realization of this principle in school work requires first that the student be kept in constant touch with practical industrial work, and second, that his work be used as the source of the problems he solves in the class room and laboratory. Every student should therefore take an active part in productive work."

These conditions can be fulfilled only where the students are actually employed as regular secretaries at work in a progressive Association. The training center fulfils the central conditions; the training college must be reorganized so as to meet them also. This is the tendency in engineering education. It is the long-established method of hospital and clinical experience in medical education.

2. Bring the School into the Shop

The correctness of this method of training in the work environment has been summed up by Mr. Charles Gingrich, M.E., of Cincinnati, in the following sentence: "The chief criticisms of modern technical education result from the fact that we try to take the shop into the school, whereas we should bring the school into the shop."

Professor Metcalf, formerly of Tufts College, expresses the idea when he says: "There is no place in the world where so many and such fine opportunities to educate and train people exist as in the work environment."

"Fortunately," says Dean Schneider, "we are beginning to realize that our carefully designed mechanisms for production . . . are in the truest sense laboratories, whose educational worth it were folly to ignore longer."

The past few years have witnessed long steps forward in the realization of the value of the local Association as a place in which to train men for Association work. A strong feature of this system is the fact that the student works under conditions of actual production. He is studying and working and living, as a student, in the same environment and under the same conditions that will obtain when he has finished his training period and become a full secretary.

Many other educators see things in this same way. Prof. E. C. Moore says, in "What Is Education?": "The school must become a workshop in which students work at definite tasks, and by their own efforts under the master's eye learn to use the great tools with which the race has by the same process learned to do its work." Just substitute "Association" for "race" and the statement is immediately applicable to our work.

3. The "Horse and Cart" Figure

Dr. Dewey states the situation in a quaint way: "We need to hitch the horse of concrete experience with the daily occupation, to a cart loaded with specialized scientific knowledge." The Association without organized problem classes and project work educationally organized is not a training center; it is all horse. The school without real experience in the work environment is not a training college; it is all cart. The college in which the students are all doing real Association work and the training center with class work are both educationally sound; the cart and horse are hitched together. The teacher's chief function is not to drive, but to hitch the cart to the horse, to see that experience and science proceed together, the horse (experience) going before the cart (science), but never separated from it. The two proceed together, each in its most efficient relation. This horse and cart figure is a stimulating suggestion and leads to a number of fruitful corollaries which we will not now pause to develop.

4. Doing and Learning

Prof. Franklin Bobbitt of Chicago University, in his book "The Curriculum," says:

"Each occupation is to be seen and vitally understood as *a group of men at work*. One learns the labors of a group by entering into their labors; by performing them actually; by performing them in play; by entering into them sympathetically through observation; by imaginative participation as they are reconstructed in well-written history, geography, literature, biography, etc. It is not by learning abstract verbal facts about a group, but rather by doing in one way or another what the group does that one comes really to understand it. The doing lays the interest-basis necessary for fact-accumulation and assimilation; and for right valuations and attitudes. Education must proceed by the active route, not because we are aiming at fewer facts than formerly but because we must aim at far more; and must therefore employ effective methods.

"It is by putting the workers to work, and by noticing the kinds of shortcomings and mistakes that show themselves where training is absent or deficient that we can discover the curriculum of tasks for directed vocational education."

In this working together and building the curriculum in the work, the teacher, Professor Bobbitt says, would ask, "What do they do? What knowledge do they use in planning and performing work? At what kinds of judgments must they arrive? What types of problems do they have to solve? What habits and skill are demanded by their tasks? What are the attitudes of mind, appreciations, valuations, ambitions, and desires which motivate and exercise general control?"

All these questions are best answered as teacher and student meet any day, not in academic class rooms, but in actual activities in a real Association doing productive work, where, as Mr. C. R. Dooley, Educational Director for Vocational Instruction in the Army, put it, "The accomplishment of a job is both the end to be attained and the means for instruction."

This social view of the curriculum makes it, in the words of Professor Coe, "a course of living, not a course in supposed preliminaries to real life."

5. *Swimming and Water*

The figure of learning to swim reveals in a striking way the importance of experience and study in the work environment.

Training apart from actual Association experience has about the same relation to success in the vocation that arm and leg exercises on a gymnasium floor have to skill in the water, and no more. There is no learning to swim except in water; there is no learning to run an Association except by actual experience in one. After a certain amount of experience the learners can go apart and discuss their problems, but education must begin with and return to participation in real activities. From this fact we proceed to clear vision of the value of the training center, of the place of the summer school, and of the proper curriculum basis for an Association college.

Otherwise, instead of experience the student gets words; instead of things he gets symbols of things; instead of reality he gets sounds. The whole content of his supposed education proves later to be illusory and false. To know about is not to be able to make. One learns to make only by making. The process of education consists chiefly in supplying an environment, and in securing and guiding responses to it. Only the environment itself can produce the appropriate responses. The positive aspect of the situation is stated in terms of a fourfold gain. "By doing his share in the associated activity the individual appropriates the purpose which actuates it, becomes familiar with its methods and subject matter, acquires needed skill, and is saturated with its emotional spirit."

The officer in charge of the training of young college graduates in locomotive building was asked what he considered the advantages of training the men right there in the Baldwin shops. After naming several, he finally added, "They live in the atmosphere of making locomotives."

Perhaps the best statement of the reason for using the work itself as the place for training is contained in the observation that "the normal estate of effective learning is that knowledge getting should be an outgrowth of activities having their own end, instead of a school task. The positive principle is maintained when the young begin with active occupations having a social origin and use, and proceed to a scientific insight in the materials and laws involved, through assimilating into their

more direct experience the ideas and facts communicated by others who have had a larger experience."

It cannot be too earnestly emphasized, however, that these great educational values, while resident in the work environment, are not realized unless real and definite efforts are made to see that they shall be realized. Without a clear-cut program involving such processes as are described in Chapters I to XV, the local Association is in no sense a training center. There is much gold in this mine, but the mine must be worked to get it.

VIII. The Group

Underlying some of the processes presented here is a feeling or theory that in many instances the product of group thought is superior to that of any of the individuals composing the group. This is especially true when a problem is up for solution and the efforts of several minds, seeing the problem from a variety of angles and possessed of different data, are brought to bear upon it. The values that are thought to reside in the group discussion are these:

1. It is democratic: The autocrat meets the group and tells his plan; perhaps they modify it and decide upon procedure. It is not their plan and they do not feel committed to it. The group discussion of a problem, however, where each makes a contribution and a plan grows up in their midst which all have helped to form is a democratic process, and in harmony with the tenor of the day.

2. It enlists the efforts of all the group: Having had a part in making the plan or in reaching the decision, the efforts of each man are enlisted in the resulting enterprise. It is his, as truly as it is anybody's, and he cares for his own child.

3. All are carried along: Having faced the original problem, heard all the facts bearing upon it, weighed all the arguments pro and con, each man fully understands and sympathizes with the final decision, or at least knows its basis. They have at least been consulted from the very first and are satisfied.

4. The group opinion is different from and superior to that

of anyone entering it: The stimulation of each other's presence and ideas produces a quickening of the faculties and a modifying of thought that issue in a social conclusion which would not have been reached by anyone alone, and, having been subjected to more checks and balances, is more likely to prove to be wise.

Any plan of reaching decisions that is democratic, that enlists the best efforts of the group in making the decision effective, that carries along even those who do not fully agree, and that results in superior conclusions has a place in Association theory and practice.

IX. The Secretary's Function as Trainer

1. Preserving the Heritage

In the opening chapter of "Democracy and Education," Dr. Dewey develops the idea that education is the means whereby a society secures the continuance of its social and intellectual heritage and life. When this broader idea is applied to the Association and its professional leadership, one is filled with the sense of the responsibility resting upon the older secretaries in our movement to pass on to the younger men all that their years of experience have accumulated. Borrowing the idea and using many of the words of that first chapter, there is, on the one hand the contrast between the immature newly elected members of the secretarial group, its future sole representatives, and the majority of the older members who possess the knowledge and customs of the group. On the other hand, there is the necessity that these immature members be initiated into the interests, purposes, information, skill, and practices of the mature members; otherwise the group will cease its characteristic life. With the growth of the content of the secretaryship the gap between the older secretary and the beginner widens, so far as preparation for efficient service in the Association is concerned.

"Education and education alone spans the gap." A great burden of responsibility rests upon every man of experience to pass on this professional heritage; it must not die with him.

"Society exists through a process of transmissions quite as much as biological life." This transmission occurs by means of communication of habits of doing, thinking, and feeling from the older to the younger. "Without this communication of ideals, hopes, expectations, standards, opinions, from those members of society who are passing out of the group life to those who are coming into it, social life could not survive." Nor can the Association. Here is material for thought for our serious-minded secretaries who are too busy to train their juniors. Have you provided adequate processes for this communication? These pages hope to be a means to the securing of that end. The colleges will do part of the work, but the vocation will long continue itself chiefly through local training. The conviction of the importance of this local training is growing, as witness the five hundred secretaries in training-center classes during 1919-1920. But this number, though large, represents only thirty-six Associations. What of the hundreds of others?

2. A Normal Duty

This training process, instead of being a thing apart, something nice to do when not too busy, is not only essential to the continued life of the group, but it is a normal part of its very present, its daily duty. It is the chief means to "likemindedness," the very basis of associated life. The training process, more than any other instrumentality, promotes and guarantees full mutual understanding, community of interest, and harmony of procedure. It reduces friction, eliminates misunderstandings, furthers democracy, produces the best working results, and "effects a sharing of purpose" essential to progress and joy in work. Therefore, far from being something added to a general secretary's duties, the duty of training his staff is a veritable part of the secretarial task itself, a part of his regular work.

3. Improvement

However, there must be more than a mere passing on of

present method and achievement. Improvement must be secured, which requires that the training process make due provision for elasticity in that which is taught, and for thought, initiative, and invention on the part of the student. Training and education, while conservative, must also be progressive. This stimulation of productive thinking with its consequent enlargement of the content of the vocation is part of the privilege of the older secretary in the training relation. Progressive secretaries "endeavor to shape the experiences of the young so that instead of reproducing current habits, better habits shall be formed," and thus the future secretary be an improvement on themselves.

4. Formulation of the Experience

This living the secretaryship together and passing it on to the younger members of the group requires careful study of the vocation by the general secretary—a study, by the way, greatly to his own profit as well as to that of his juniors. He must "reflect upon his past experience to extract its net meaning," a most profitable occupation. He must, in order to pass it on, first analyze it and put it into communicable shape. "The experience has to be formulated in order to be communicated."

The formulation and communication of the secretarial experience seem to involve the following steps and acquisitions on the part of the general secretary. It is great gain to him that he should take the steps and seek the acquisitions:

a. An analysis of his art into its elements, with a listing of his knowledges, skills, habits, attitudes, and ideals.

b. A consideration of how he himself learned or acquired the vocation.

c. A consideration of the method of solving problems, apart from the solutions.

d. An arranging of the elements of the vocation into some pedagogical sequence or order of instruction, psychological rather than logical.

e. Study as to how to plan and teach a lesson.

f. Thought on giving educational value to experience.

g. A learning of coaching as an educational process.

h. Study of how to develop, not repress, untrained power in his juniors.

i. A democratic philosophy of life.

j. Unselfishness.

The matter may be put briefly by saying that the secretaryship has for some years been taking the direction of promotion and salesmanship. To fulfil the mission of transmission, the bringing up of a new generation of secretaries, it must take the direction of education. The secretary of the present is strong on production; the secretary of the future must be strong on instruction. He has mastered the method of developing movements; he must master the method of developing men, and that is fundamentally a method of education; in it lies the secret of the largest and most permanent development of the movement. The new Association day awaits this new secretary.

References

Section I. Democracy and Education. John Dewey. Pp. 49-93, 117-145, 271-292.

Section II. Methods of Teaching. W. W. Charters. Pp. 268-270.

Section III. Methods of Teaching. W. W. Charters. Pp. 26-92, 112.
Democracy and Education. John Dewey. Pp. 212-227.

Section IV. Methods of Teaching. W. W. Charters. Pp. 208-245.
Democracy and Education. John Dewey. Pp. 256-261.
How We Think. John Dewey. Pp. 56-67.
Teaching by Projects. F. M. McMurry. P. 184.
The Project Method in Education. M. E. Branom. Pp. 239-254.

Section V. Methods of Teaching. W. W. Charters. Pp. 146-184.
The Project Method in Education. M. E. Branom. P. 59.

Section VI. How We Think. John Dewey. Pp. 68-78.
Democracy and Education. John Dewey. Pp. 169-177, 179-192.
How to Study. Pp. 31-84, 135-160.
Teaching Children to Study. L. B. Earhart.

Section VII. What Is Education? E. C. Moore. Pp. 104-141, 170-194.
How We Think. John Dewey. Pp. 176-178.
Democracy and Education. John Dewey. Pp. 12-27.

Section VIII.

Section IX. Democracy and Education. John Dewey. Pp. 1-11, 92.

Note: One who wishes to read a full presentation of the modern educational point of view in connection with the working out of a concrete problem will follow with great interest the argument in Professor George Albert Coe's "A Social Theory of Religious Education," 1917.

PART III

THE CONTENT OF THE SECRETARYSHIP

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THE CONTENT OF THE SECRETARYSHIP

Analysis

I. The Importance of an Analysis of the Content of the Secretaryship

II. The Importance of Experiencing This Content While in Training

III. The Scope of the Analysis Here Given

IV. The Vocational Content of the Secretaryship

1. Religious leadership
2. The education of men and boys
3. Social engineering
4. Physical education and recreation
5. Vocational guidance and placement
6. Promotion
7. Executive direction
8. Business management
9. Expertness in Association technique
10. Hospitality
11. Friendship
12. Writing
13. Public speaking
14. Studying
15. Representation

I. The Importance of an Analysis of the Content of the Secretaryship

This presentation of the training of an Association staff has proceeded upon the theory that the most helpful preparation for the secretaryship is the actual living of the secretaryship, and that this living of the secretaryship consists in entering fully into the experiences that make up the life of a secretary.

The man who is at home in these life situations, who knows what to do, why to do it, and to what end, and who so acts in each of them as to use the opportunities they present to secure the spiritual and social aims of the Association, is the man who has the desired results of training. To produce such a man the first step is a full analysis of the work or functions of the secretary, after which comes the actual participation in these characteristic acts of the vocation, with such coaching, supervision, discussion, reading, investigation, inspection, conference, study, and wider relations, as will aid in the growth of the man in training.

An analysis of the sort suggested was begun in an introductory way in Chapter I, when the question, "What does a secretary do?" was asked and partly answered. To arrive at a satisfactory conclusion as to the content of the secretaryship, however, a much more thorough study of the life situations of the secretary must be made. The following pages indicate one way of going at this. A study of this kind may be built up and elaborated in two ways: either by an analysis of the functions, of which fifteen are here suggested, until all that these functions imply has been thoroughly dissected out into its component life situations; or, by beginning at the other end of the task and grouping the details such as make up the column of life situations. That is, we can get a full picture either by breaking up the functions or by grouping the situations, by employing either a process of analysis or a process of synthesis.

When this study of content has been made, two other tasks present themselves: first, the devising of a scheme or system whereby the men to be trained shall experience these situations; and second, decision as to what material can profitably be read and studied to throw light upon these tasks and aid in their performance. The complete analysis becomes the curriculum of activities for all men who would efficiently enter the secretaryship either through the door of the Association college or through experience in a training center; the related study also applies to both systems of training. The great tasks before the

training centers of this and other countries are the choosing and ordering of these experiences, their effective educational administration, and the faithful mastery of the material presented as helpful subject-matter.

The following analysis is by no means complete. It merely suggests a method. It can best be elaborated by men in the local secretaryship, and will be different for various fields. The secretary who proceeds thus to build a curriculum of experience and study will lift his training-center work to a high plane; without something of this sort, the work will be more or less haphazard.

II. The Importance of Experiencing This Content While in Training

By entering into these life situations one after another, and actually carrying the responsibilities involved in each, the student grows in at least three ways:

1. He becomes aware of the problems of the secretaryship in a vivid but natural manner. He *feels* them. They come into his experience as facts demanding that something be done about them, and soon. They are not cold, inanimate things to be merely studied and remembered. They have both temperature and pressure.

2. He *knows* their exact nature, with experimental—the only real—knowing.

3. He *acts,* does something about and with the real materials of life, does things that make a difference. In this he acquires ability to bring to bear data secured from various sources, goes in search of other data of a useful nature, and builds up his intellectual equipment around uses.

Knowledge, using the word broadly, is of four degrees:

1. The knowledge of existence. To know about a thing, that it exists.

2. The knowledge of recognition. To know a thing well enough to recognize and identify it when seen or heard.

3. The knowledge of description. To be able to describe it accurately.

4. The knowledge of construction. To be able to make it.

It is this last sort of knowledge which we seek for our secretaries-in-training. It comes only from experience. Any other sort of knowledge is academic and impractical from the vocational point of view.

III. The Scope of the Analysis Here Given

There is always present the possibility that one who considers this list of activities will think of the secretaryship as composed merely of a lot of things to do. This is only its middle section. On one side are the reasons for these tasks, and on the other their objective or goal, while through it all there runs a spirit and attitude that give each purpose and act its true value and character. It cannot be too often said that this vocation is more than technique. The analysis that follows is, therefore, incomplete in this respect also. The genuinely successful Association leader possesses a fourfold equipment:

1. That which he is able to do: skill.
2. That which he knows and understands: knowledge.
3. That which he is: character.
4. The way he looks at the things that make up life: attitude.

Training, to be comprehensive, must make provision for all four of these elements. As a general thing, it will tend to be well conducted on the side of skill, or knowledge, and decrease in quality and quantity in producing character and attitude. Some of the important elements of character are found in all good men; others must be consciously cultivated. For this there is a place in the curriculum, aiming at such qualities as perseverance, faithfulness, and reliability. The same is true of attitude, but the development of a truly Christian attitude is no simple undertaking. The list of desirable traits of character and attitude is a long one, and the making of it will not be essayed here.

The aim of this chapter is to examine our vocation on its professional, rather than on its personal, side. These few para-

graphs are written only for the purpose of calling attention to the fact that the chart which is given on pages 274-283 is an analysis of functions, and to state the equally great importance of the spiritual elements in the secretaryship.

IV. The Vocational Content of the Secretaryship

The Functions of a Y M C A Secretary.	An analysis of these functions. Life situations of the secretary.
I. Religious Leadership.	I. 1. Securing knowledge of conditions, needs, and problems of individuals and of groups.
	2. The consideration of these data and of data bearing upon the solution of the problems.
	3. The planning of measures to solve these problems and meet these needs.
	4. The planning, promotion, and supervision of the religious education of men and boys, their growth in Christian character.
	5. Conducting Bible discussion groups.
	6. The recruiting of a force of volunteer and paid workers. The relating of men to tasks.
	7. The training of this force for their tasks.
	8. The inspiring and leading of these men and boys.
	9. Winning men to Christ through personal work.
	10. Cooperating with churches and other religious and social agencies.
	11. The world-wide extension of Christ's Kingdom.
	12. Productive thinking on religious problems.

Subject-matter that has a relation to successful work in these functions.

I. 1. The process of gathering information, data.
The survey method.
Present-day social and religious problems.

2. Religious and social organization, methods, and movements. Religious problems, and solutions tried.
Scientific thought processes and method.
Economic and industrial history.

3. The purposes, plans, and methods of religious and social movements, including all sorts of welfare work.
The religious spirit and ideals of the age.
The approach through individuals, groups, and masses.

4. The objective, educational processes, organization, and promotion methods of present-day religious work with men and boys.
Educational aims and methods.
The operation of the human mind, including the psychology of adolescence.

5. Class-room methods.
The Old and New Testaments.
The pedagogy and practice of discussion.

6. The art of leadership. Motives that move men.
The selection of workers for various tasks.

7. The problems of the educative process.
Training methods.

8. A study of human motives and responses.
Inspirational elements in poetry, art, history, literature, and science.

9. Men's needs and difficulties.
The resources of the Christian religion, God, Christ, the Bible, etc., and their relation to man's needs.

10. The origin and peculiarities of the chief denominations and societies.
Courses of study, objectives, and methods of the Sunday school.

11. The countries not yet evangelized. History of missions. Missionary principles and practice. Problems growing out of the ideals, growth, and contacts of nations.

12. The best modern thought on religious problems.
The status of modern biblical criticism.
Philosophy, to get "a set of pigeon-holes."

The Functions of a Y M C A Secretary.	An analysis of these functions. Life situations of the secretary.
II. The Education of Men and Boys, with Emphasis on Vocation.	II. 1. The study of men's and boys' vocational needs and of their educational needs in relation to a well-rounded life.
	2. The planning of courses of study.
	3. The promotion and supervision of educational features, including class-work, clubs, lectures, reading room and library.
III. Social Engineering.	III. 1. The study of social conditions and problems to learn the social needs of the day.
	2. Participation and leadership in s o c i a l welfare movements, charities and correction, reconstruction work.
	3. Relation to the industrial problem.
	4. Relation to other s o c i a l agencies.
	5. Applying the teachings of Jesus to modern life.
	6. Constructive work to improve modern life.
IV. Physical Education, and Recreation.	IV. 1. Giving men and boys a physical equipment equal to the demands of life.
	2. Providing recreation for men and boys.
V. Vocational Guidance, and Placement.	V. 1. Advising men and boys concerning different vocations, and their adaptability to them.
	2. Finding jobs for them.

Subject-matter that has a relation to successful work in these functions.

II. 1. The process of gathering data and studying a situation.
The survey method.
The qualifications for, requirements of, and processes of preparation for, the vocations open to men and boys.
The aims and processes of education.
2. The problems and solutions of education.
The most successful teaching methods.
3. The standard principles and methods of Association educational work.
Advertising. Salesmanship.

III. 1. The survey method.

2. Modern charity and correction methods.
Movements for social betterment.
Problems of national development.
The history of social institutions.
Current problems and events.
3. The incentives and problems of production, distribution, and consumption.
4. Welfare agencies of today. Their aims, methods, and programs.
5. The teachings of Jesus as to individual and social life.

6. The fundamental laws of life and the organic conception of life.

IV. 1. The theory and practice of systematic and recreative exercise.
Health education. Hygiene.
Sex education.
2. Games and plays.

V. 1. A knowledge of the vocations and their requirements, and how to size up men in relation to them.
Vocational guidance.

The Functions of a Y M C A Secretary.	An analysis of these functions. Life situations of the secretary.
VI. Promotion.	VI. 1. The devising and promotion of plans and agencies to carry out the purposes of the Association. Enlisting men in these. 2. Leadership in various enterprises.
VII. Executive Direction.	VII. 1. The organizing of a working force. 2. The deputizing and supervision of work. 3. Conducting staff and group conferences.
VIII. Business Management.	VIII. 1. Administration of property and funds. 2. Accounting for funds received and disbursed. 3. The protection of the Association from fraud, theft, liability, etc. 4. The performance and supervision of office work. 5. Managing a dormitory and cafeteria. 6. Operating and caring for a building. 7. E r e c t i o n of Association buildings.
IX. Expertness in Association Technique.	IX. 1. Planning Association features and activities, including all departments. Conferring with committees and secretaries as to policies and methods. 2. Constructing, arranging, and using an Association building. 3. Relating the Association to the whole community.

Subject-matter that has a relation to successful work in these functions.

VI. 1. How to plan and further wise enterprises.
Financial organization and promotion.
Preparation of prospect lists.
Salesmanship. Advertising.

2. Whom men follow and why. Psychology of leadership.
Public speaking.

VII. 1. Association, corporation, and other forms of organization.

2. Methods of handling work.

3. The art of conferring.

VIII. 1. Taxation, insurance, contracts, agency, corporations, business methods, property, budgets.

2. Double entry bookkeeping.

3. Indemnity insurance. Business practice.

4. General and Association office practice.

5. Hotel and cafeteria management.

6. Janitorial methods, care and cleaning. Association equipment.

7. Building materials and plans.

IX. 1. Association history, principles, methods, and literature, including special programs, as thrift, the high school movement, and C. C. T. P.

2. Construction, arrangement, and use of Association buildings.

3. The community point of view.

The Functions of a Y M C A Secretary.	An analysis of these functions. Life situations of the secretary.
	4. Contact with local, state, national, and world Association leaders.
	5. Promoting the Association idea, function, and message.
	6. Leadership in local and wider Association work.
	7. Acquaintance with all phases of Association work.
X. Hospitality.	X. 1. Sociability as host to visitors and members, daily and on public occasions.
	2. Providing and promoting social features and programs.
	3. Meeting men of all sorts and classes, entertaining them, and being entertained by them.
XI. Friendship.	XI. 1. Occasions that call for kindly interest in many kinds of men and boys, and for helpfulness.
	2. Deep friendship with some.
	3. Personal evangelism through friendship.
	4. Advising men and boys on personal matters.
XII. Writing.	XII. 1. Writing newspaper accounts of events and articles on various subjects.
	2. Publishing reports of work done.
	3. Preparing a prospectus.
	4. Preparing conference papers and reports, and technical publications.

Subject-matter that has a relation to successful work in these functions.

4. Current Association publications.
   Biographies of present and past leaders.

5. Association principles and practice.
   Salesmanship. Advertising. Public speaking.
6. All of the above.

7. Railroad, college, industrial, rural work, etc.
   The problems of different groups of men and the Association contribution to their solution.

X. 1. Etiquette. Social customs and the manners of polite society.

2. Social programs and entertainments. Bowling, billiards, checkers, chess, etc.
3. Broad "general culture," including art, literature, history, science, travel, and music.
   Wide reading and travel.
   The news of the day.

XI. 1. Biblical selections on service and brotherhood.
   Christian literature with inspiration and service content.

2. Literature on a mutual interest or hobby.
3. The spirit and method of personal work.

4. Biography.

XII. 1. How to write newspaper stories.
   Elements of narrative, descriptive, and expository writing. Composition.
2. Samples of good reports.
   Graphic methods of presenting facts.
3. The facts about getting attention, decision, and action.
   Sample prospectuses.
4. The art of exposition.

The Functions of a Y M C A Secretary.	An analysis of these functions. Life situations of the secretary.
	5. Writing letters.
	6. Preparing addresses.
XIII. Public Speaking.	XIII. 1. Speaking of all sorts, at dinners, in church, at meetings, in shops, etc.
	2. Bible and other religious talks.
	3. Participation in public discussion.
XIV. Studying.	XIV. 1. Studying to understand situations and needs, analyzing them. Locating and defining problems, gathering and weighing data, devising and testing solutions.
	2. Studying for general personal growth.
XV. Representation.	XV. 1. Representing, expressing, and embodying the ideals of the Young Men's Christian Association.
	2. Embodying all-round Christian manhood. A twentieth century Christian gentleman in physique, dress, religion, education, social life, economic life, and citizenship.

Subject-matter that has a relation to successful work in these functions.

5. Correspondence, or letter writing, advertising, and salesmanship.
6. General education.

XIII. 1. How to outline and present ideas in public speech.

2. The use of the Bible in public address. The Bible.

3. Parliamentary law.

XIV. 1. How to study, as outlined by Dewey, McMurry, and Miss Earhart.

2. Book lists, such as "Helpful Reading" and book reviews, such as those in the weekly section of the *New York Times*.

XV. 1. Association literature.
The content of general education.

2. Material on the personal life of the secretary.
Rules for living in full health.
Modern ethics and religious thought.
Cultural subjects. Etiquette.
American civil government. The principles of democracy.

APPENDICES

APPENDIX A

A NATIONAL TRAINING POLICY FOR CHINA

*Report of the Commission on the Recruiting and Training of Secretaries**

A. M. Guttery, Chairman

Issued by the Secretarial Training Department of the National Committee of the Young Men's Christian Associations of China

A. Principles

In view of the facts that, to a movement like our own, struggling to be indigenous, there is no more important question before it than that of training; that trained native leadership in every phase of Association work is needed; and that this need grows ever more insistent as our work develops and expands, therefore:

It is the judgment of this Commission that we must create this leadership by a comprehensive system of training based on the best principles and usages of the West adapted to local conditions and the genius of the Chinese people.

We recommend the following principles for training work in China:

I. The training system should produce a well-balanced secretary.

1. Some of the qualities to be sought are:
   Physical vigor.
   Joyfulness and ease in social relationships.
   Energy and facility in the performance of various duties.
   Power of observation.
   Originality.
   A cultured personality. A trained mind.
   Knowledge of Association principles, history, and methods.
   A general religious education.
   Ability to teach the Bible.
   Powerful convictions and motives.
   Passion and ability for winning souls.
   Church loyalty.

* This statement is a report presented to the Conference of Employed Officers of the Young Men's Christian Associations of China at Hangchow in November, 1919, as modified and approved by that Conference. It is not an official expression of the policy of the National Committee.

2. All secretaries-in-training should receive training in general Association work and methods and in church work. Each secretary-in-training specializing in any department should take some training in at least one other department of Association work.

II. Every secretary (Chinese and foreign) should be a trainer.

1. He should consciously hold the attitude of trainer toward the staff which he directs.

2. He should understand the practical principles of effective teaching by the project method.

3. He should practice tactful, constructive criticism of his staff.

4. He should himself be master of the things he ought to teach.

5. In some respects, at least, he should be an example of what the student should become.

6. He should seek to prepare those under him to take his job.

7. He should be an inspiration to the members of his staff and their personal friend and adviser.

III. All secretaries should be under a continuous system of training.

1. In order to secure the practical observance of this principle:
   (a) The authorities who direct training should be so identified with the employers of the secretaries that persistent force is given to training plans for secretaries of all grades, and
   (b) All organized groups of secretaries should be on a training basis.

2. The training system should provide for continuous opportunities for study and advancement.

3. The continued training of junior and senior secretaries should provide for:
   (a) Physical exercise.
   (b) Mental training, including the reading of current literature—newspapers, magazines, etc.
   (c) Spiritual training.
   (d) Social growth.
   (e) Technical improvement.

4. Advancement to larger responsibilities should be closely linked with the training system and no secretary however advanced in knowledge and experience should consider his training completed.

5. We recommend that boards of directors should make such provisions on their budget and in their programs of work as will enable secretaries to gain the inspiration, encouragement, and increase of efficiency which are afforded by: A. A regular training

program in the local Association; B. Attendance at Association conferences, conventions, and special training events.

6. We recommend: A. That a yearly inquiry be made of each secretary by the Secretarial Training Department covering the following subjects: 1. Physical exercise. 2. Books read. 3. Church responsibilities. 4. Other training progress. B. That the main results of this inquiry be compiled and published to the Brotherhood in some detail.

7. We recommend that the Senior Secretary of the International Committee in China be requested to devise means for checking up the examinations passed locally by men out of language school and planning a five years' course of study for every section of the country.

IV. The employed staff of the Association should all be trainable.

1. In general those who are taken into the employment of the Associations should have the possibilities of developing into capable secretaries.

2. Employes should be ambitious to learn and to make lifelong successes as secretaries.

3. Members of the staff should maintain a teachable attitude of mind.

V. The problem and project method of training should be extended to cover the field of Association activities.

Studies of the activities of the Association Movement of China should be prepared, graded, tabulated, and then used in the training system. The project method may be made to cover the field of activities and the best possible method adopted in each particular problem.

VI. All features of the training processes employed by the Associations in China should be coordinated and harmonized.

This will include training work in all city and student Associations and the national office, national training centers, the Association professional school, local, sectional, and national institutes, peripatetic study, fellowships in America, and reading work.

VII. Recognizing that the Association and other Christian agencies should work unitedly, we recommend:

A. That the Association place its facilities as far as possible at the service of the churches for the training of specialists in work for men and boys.

B. That the Association shall not undertake any financial obligation in connection with the training of specialists for the churches.

VIII. In view of the requests for training from non-Christian agencies and in the desire to serve them we recommend:

A. That the first emphasis be placed on training Christian leadership for the Association and the churches.

B. That as far as practicable our facilities be utilized for the training of specialists in work for men and boys under other auspices.

IX. We recommend that as a matter of policy it be considered unwise for the Young Men's Christian Association to grant scholarships to young men who are prospective secretaries or who are secretaries-in-training to continue their studies or to take a regular course in a mission college or in any other institution for the purpose of securing a general or special education.

B. Training Center Plan

We recommend that the conference express its indorsement of the action of the Executive of the National Committee at its meeting on April 7, 1919, when it provided for the establishment within the immediate future of National Training Centers in five different cities, and that we heartily support the provisions of the program.

It is the interpretation of this Commission that the Training Center plan is naturally divided into two headings:

(I) National Training Centers, or those Associations which are approved by and receive aid from the National Committee.

(II) Local Training Centers, or all other Associations which employ secretaries.

I. National Training Centers

1. (a) A National Training Center should offer practical experience along general and specialized lines under expert supervision.
   (b) It should provide courses of study which will equip the secretary-in-training for his work.
   (c) It should offer opportunity for consultation with secretaries who are specialists in all lines of Association activities and provide opportunities for discussion of Association problems with groups of secretaries.
   (d) It should stimulate the secretary's habit of reading the best books and magazines on Association work, on religious education, and social work and especially those that will keep him abreast of the times with regard to all national and international questions.
2. The National Training Centers should be all under the super-

vision of one man on the staff of the Secretarial Training Department whose duties should be:

(a) To standardize the work of the different centers throughout the country.

(b) To be an expert himself so that he can teach the teachers the method of training and demonstrate its use with the students.

(c) To pass upon candidates for training after consultation with the secretary of the Secretarial Training Department and the general secretaries of the Training Centers.

(d) To supervise examinations and the grading of secretaries-in-training and report to the secretary of the Secretarial Training Department.

(e) To handle all questions of finance relating to the development of the work, and,

(f) To be responsible for all matters of business and promotion as the executive secretary of this division of the Secretarial Training Department.

3. The general secretaries or the deans of the Training Centers should meet often enough for discussion of training methods and problems connected with the work to insure a natural and uniform progress with all of the centers naturally fitting into the national scheme.

4. The following conditions should be considered as essential in any Association where a National Training Center is to be established:

(a) In addition to having a general secretary specially qualified for training work who is committed to the training program, the staff shall contain specialists on boys' work, student work, and physical work, whose primary responsibility is to carry on regular and systematic training of secretaries. These men should have executive responsibilities in the local Association.

(b) In view of the services rendered to the local Associations by the specialists mentioned above, the boards of directors of those Associations should provide enough help on detail work to enable these men adequately to care for their training responsibilities.

(c) Those men in charge of the training in a National Training Center should conduct their work in such a manner as to protect and preserve the efficiency of the staff of that Association, and the local Association should employ a sufficient number of secretaries so that it will

not depend upon secretaries-in-training, who receive their support through the National Committee or through some other Association, for the conduct of its regular work.

5. Secretaries-in-training in a National Training Center should be treated as members of the staff of that Association and receive their allowances, whether from the National Committee or from any other source, through the regular channels of that Association.

In the case of sending a man for training to a National Training Center or calling a man away, the same courtesies should be observed to the authorities of that Association as would hold with respect to the other members of the staff, during the period of his training.

The Association where the Training Center is being conducted is responsible for the training of each man to the National Committee or to the Association which supports him, and it is understood that when his period of training ceases or when his support is cut off he will pass under the control of the party responsible for his support.

II. Local Training Centers.

(a) The general secretary and his associates should avail themselves of every opportunity to keep up to date on all the systems and methods of training as conducted by the National Secretarial Training Department, especially that division which deals with the Training Center scheme.

(b) All junior secretaries and recruits on the staff should be considered as secretaries-in-training and the senior secretaries should feel it their responsibility to direct their training.

(c) The general secretaries should so arrange the work of the secretaries-in-training that they will have time free for study, observation of the work, and consultation with older secretaries.

(d) The boards of directors and general secretaries should always keep in mind the work of the Secretarial Training Department of the National Committee and plan to send their younger secretaries to the Training Institutes, to the Association Professional School, and to the National Training Centers for additional training from time to time, and to take advantage of all opportunities which the National Committee offers for the training of secretaries.

(e) The National Training Department should give recognition, guidance, and inspiration to the training work in all Asso-

ciations, and whenever requested should give examinations and ratings to secretaries in any Association.

C. Association Professional School

D. Institutes

E. Peripatetic Study

By peripatetic study is meant a study which can be done by one secretary going to several selected cities and making investigations along a prescribed line, reporting regularly to a supervising secretary, or preferably by a class of four or five accompanied by a senior secretary who will confer with them daily on their investigations.

I. Only secretaries with at least three years' experience should secure peripatetic scholarships, on condition that they be set free by their board for a minimum of three months (including traveling) to be spent in the study of not more than four or five Associations.

II. The Secretarial Training Department, in consultation with the general secretary of the student, should select the Associations to be studied and the method of study.

F. Fellowships in America

G. Reading

H. System of Grades Leading to a Certificate

I. Support of the Secretary-in-Training

J. Recruiting and Trying Out

APPENDIX B

AN EXAMINATION IN ASSOCIATION PROGRESS AND PRINCIPLES USED BY JAY A. URICE AT THE SILVER BAY SUMMER SCHOOL AUGUST, 1919

GENERAL PROBLEM

You have just gone to Salt Lake City to organize a Young Men's Christian Association. Various citizens come to you with the following questions, which you are to answer. Write out your replies as fully as you deem necessary to meet the situation.

1. A man brings the following questions: (a) "Tell me about the first Y M C A. When and where was it started, and how did it happen to be organized?" (b) "What was the purpose in the minds of its organizers?" Answer fully.

2. A representative of the Mormon Church asks you, "Can I join your organization?" Make your reply.

3. The pastors of the Protestant evangelical churches invite you in and say, "We do not need another competing church," and ask you the following questions: (a) "In what way is your organization different from another church?" (b) "How do you expect to help us make our work more effective?" What would you say to them?

4. You are asked, "Why do you wish to organize an Association in Salt Lake City, and what is the aim or objective of your work?" Answer fully.

5. The superintendent of the public day and night schools and the director of public playgrounds say to you, "We do not see just how your work will be related to that which we are doing; in fact, we doubt whether your educational and recreative features are needed at all in this city." What would be your reply?

6. In the Chamber of Commerce meeting a man rises and says, "A man who joins the Chamber of Commerce agrees to unite in helping to promote the commercial welfare of our city. Your statement about the Association sounds all very well, but one of my friends who has seen the Y M C A elsewhere tells me that your organization appears only to run a clubhouse and any man may join who will pay for the privileges. We do not need another clubhouse, but we would welcome an organization which would set our young men to work to make the city better." What would you tell him?

7. A man with whom you have been talking about the purpose of your work asks, "What sort of activities will you conduct? On what basis do you determine what activities are necessary, and how do you determine the value of each?" Make your reply.

8. The Chamber of Commerce investigates your proposition and asks you the following questions: (a) "Who will have responsibility and authority for determining what the Association shall do in Salt Lake City?" (b) "You say you will have a staff of secretarial helpers. What will they do? Just why are secretaries necessary?" Make your reply.

You may refer to any notes you have taken or to any of the text and reference books available in the solution of these problems. Each student will, however, work independently, not consulting with others, and will sign his paper as follows: "The above represents my own individual work"—signed. * * *

APPENDIX C

SUGGESTIVE PROJECT STUDY OUTLINE—KITCHEN GARDENING*

PROJECT: KITCHEN GARDENING

OBJECT, SCALE, AND FIRST STEPS OF PROJECT

1 Guiding Questions for Planning This Project	2 Guiding Questions for Studying and Understanding This Project
1. Shall you grow vegetables?	(1) What are the advantages of a good home garden? 1: 187-188; 5: 325; 13: 5-6; 16: 3-6, 8, 11; 25: 335; 27: 10, 12-16; 39: 3, 490; 40: 1ff. (2) Could you sell part or all of your product outside the family?
2. Where shall you grow them?	(1) Where was the home garden last year? A. How well did the vegetables grow in it? B. Was it large enough to supply the family, or were such vegetables as winter squashes and potatoes grown as field crops? (2) May it be desirable to change the location of a garden, or of the place of growing certain vegetables in an old garden? A. What is "rotation," and its significance for vegetable growing? 26: 13; 39: 493; 276: 32-34 (3) Which way should the garden slope? 26: 7 (4) What soil is best for a garden? 1: 188-189; 26; 7-8; 27: 22; 39: 19 21f., 25-26, 27

* Taken from "Vocational Agricultural Education by Home Projects," by R. W. Stimson, pages 119-120, and used by permission of the publishers, the Macmillan Co.

(5) May the garden vegetables be part of a field crop? How? Advantage?
1 : 188

(6) Is protection from the wind important? Why?
39 : 14

(7) Is good drainage a necessity? Why?
1 : 189; 5 : 91-02; 13 : 9; 39 : 26

(8) On the whole, what may be considered the best location for a garden?
1 : 188; 5 : 235; 11 : 451; 13 : 6; 27 : 20; 39 : 12-14, 491, 492-493

(9) Shall you grow vegetables under glass?

A. What are "hotbeds" and "cold-frames" for? Cost of construction and operation?
5 : 236-237; 11 : 483; 13 : 12-15; 25 : 145; 39 : 355-356; 276 : 44-79; 747 : 250-253; 876 : 94-96

APPENDIX D

A Suggested Technical Library for a Y M C A Secretary

Issued by the Secretarial Bureau of the International Committee
(Bulletin Number 6 Revised)

Requests frequently come to the Secretarial Bureau for a list of books which an Association secretary should read. The following list has been compiled to meet this need. We have in mind the requirements of a city Association secretary. The books on departmental methods are chosen as necessary to an understanding of the full scope of the Association's activities.

We recommend that secretaries secure the books here listed as a technical library for the training of the staff and place them so that they will be available to every member of the employed force. Secretaries who have not created a technical library may well proceed to secure these books, one by one. Any book on the list can be secured from Association Press, 347 Madison Ave., New York City, though many of them are published by other houses. For a carefully prepared list of books on subjects less technically related to the Association than these, send 25c to Association Press for "Helpful Reading," by Jay A. Urice.

I. History

1. History of the North American Y M C A. *Morse.*	$1.00
2. A History of the Y M C A. Vol. I. *Doggett.*	1.00
3. Life of R. R. McBurney. *Doggett.*	1.25
4. Life of Sir George Williams. *Williams.*	1.25
5. An Outline of the History of the North American Y M C A. *Super.*	.50
6. Association Data Visualized. *Hodge.*	(Apply to author)
7. My Life with Young Men. *Morse.*	3.50

II. Principles and Organization

1. Fundamental Principles and Tested Policies. *Super.*	.50
2. Year Book for the current year.	2.50
3. Report of the Detroit International Convention	2.50
4. What Is the Y M C A? *Ober.*	.03
5. Constitution and By-Laws for a City Y M C A	.10
6. The Association Secretaryship. *Ober.*	.75
7. The Secretaryship of the Y M C A. *Soares, Coulter, Ober.*	.10

8. Personal Qualifications of a Successful Employed Officer. *Colton.* .05
9. What Is a Secretary? *Ober.* .03

III. Methods

1. Religious Work.
   a. Religious Work for Men and Boys. .75
   b. Religious Interviews. .15
   c. Annual Survey of Religious Work. .35
   d. The Seven Laws of Teaching (Bible Classes). *Gregory* $1.00
   e. Outline Studies in the World Work of the Y M C A of the U. S. and Canada. *Manley.* .35
   f. Using the Bible in Public Address. *Davis.* 1.25
   g. The Red Triangle in the Changing Nations. *Wilder* .75
   h. The Pupil and the Teacher. *Weigle.* 1.00
2. Educational Work.
   a. Association Educational Work. *Hodge.* 1.00
   b. Courses of Study. *Hodge.* .25
   c. What Is Education? *Moore* 1.40
   d. Methods of Teaching. *Charters.* 1.32
   e. How to Study. *McMurry.* 1.75
   f. How to Teach. *Strayer and Norsworthy.* 1.80
3. Physical Work.
   a *Physical Education* 1.50
   b. The Body Builder. *Brink.* 1.00
   c. Army and Navy Athletic Handbook .50
4. Social Work.
   a. Indoor Games and Socials for Boys. *Baker.* 1.15
   b. Social Activities for Men and Boys. *Chesley.* 1.25
5. Boys' Work.
   a. Christian Citizenship Training Program (Pioneers and Comrades)—
      Handbook, .75
      Leaders' Manual, 1.00
   b. Adolescent Boyhood. *Burr.* 1.10
   c. Boyology. *Gibson.* 1.35
   d. Boy Behavior. *Burger.* 1.25
   e. The Boy and the Sunday School. *Alexander.* 1.50
   f. Profitable Vacations for Boys. *Weaver.* 1.00
   g. *American Youth.* Issued monthly. Per year, 2.00
   h. The Community and the Y M C A. *Ritchie.* .90
   i. The Boy Problem. *Forbush.* 1.00

6. Industrial Work.
   a. Among Industrial Workers. 1.25
   b. Special pamphlets on Industrial Work. Address Industrial Department International Committee. See list under "Industrial" in Association Press Catalog. Free
7. Financial.
   Intensive Financial Campaigns. *Ward* .15
8. *Association Men.* Issued monthly. Per year 2.00

IV. Profitable Professional Reading.

1. Character Building and Religious Books.
   a. The Jesus of History. *Glover.* 1.25
   b. Individual Work for Individuals. *Trumbull.* .90
   c. How to Deal with Temptation. *Speer.* .25
   d. The Fight for Character. *King.* .25
   e. The Bible and the Spade. *Banks.* 1.00
   f. The Meaning of Prayer. *Fosdick.* 1.15
   g. The New Testament in Modern Speech. *Weymouth.* 1.35
   h. Jesus in the Records. *Sharman.* 1.15
   i. The Theology of an Evolutionist. *Abbott.* 1.75
   j. The Main Points. *Brown.* 1.00
   k. Christian Life a Normal Experience. *Weatherford.* 1.00
   l. The New Testament—A New Translation. *Moffatt.* 1.50
2. Religion in Social Action.
   a. The City Church and its Social Mission. *Trawick.* .75
   b. Christianizing the Social Order. *Rauschenbusch.* 2.00
   c. The Social Creed of the Churches. *Ward.* .60
   d. The Social Principles of Jesus. *Rauschenbusch.* 1.15
3. Bible Reference Library.
   a. One Volume Dictionary of the Bible. *Hastings.* 7.00
   b. The One Volume Bible Commentary. *Dummelow.* 3.75
   c. Historical Bible, 6 volumes. *Kent.* (Per volume $1.50) 9.00

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